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ABSTRACT

UEC-Educational Day-Care Systems provide the first comprehensive program of early childhood education and day-care designed especially to strengthen the role of the family in helping the children prepare for success in life. The educational components are based on more than 150,000 observations of children by learning specialists and parents. These tested educational methods are designed to assure that children will build personal self-confidence, that parents will learn how to guide children to maximize their potential, and that family ties will be strengthened through meaningful learn-play experiences involving all members of the family. Comprehensive child-development programs are based on an expansion of UEC's Discovery Program, which has proven successful with more than 3,000 preschool children in five Northeastern states, and a model system designed for four Pennsylvania counties under contract with the Pennsylvania State's Department of Public Welfare. More than 1,800 clearly stated learning objectives and more than 3,600 learning task activities enable parents and learning staff to assess a child's skills and concepts and provide him with individualized learning assitance. (Authors/JM)

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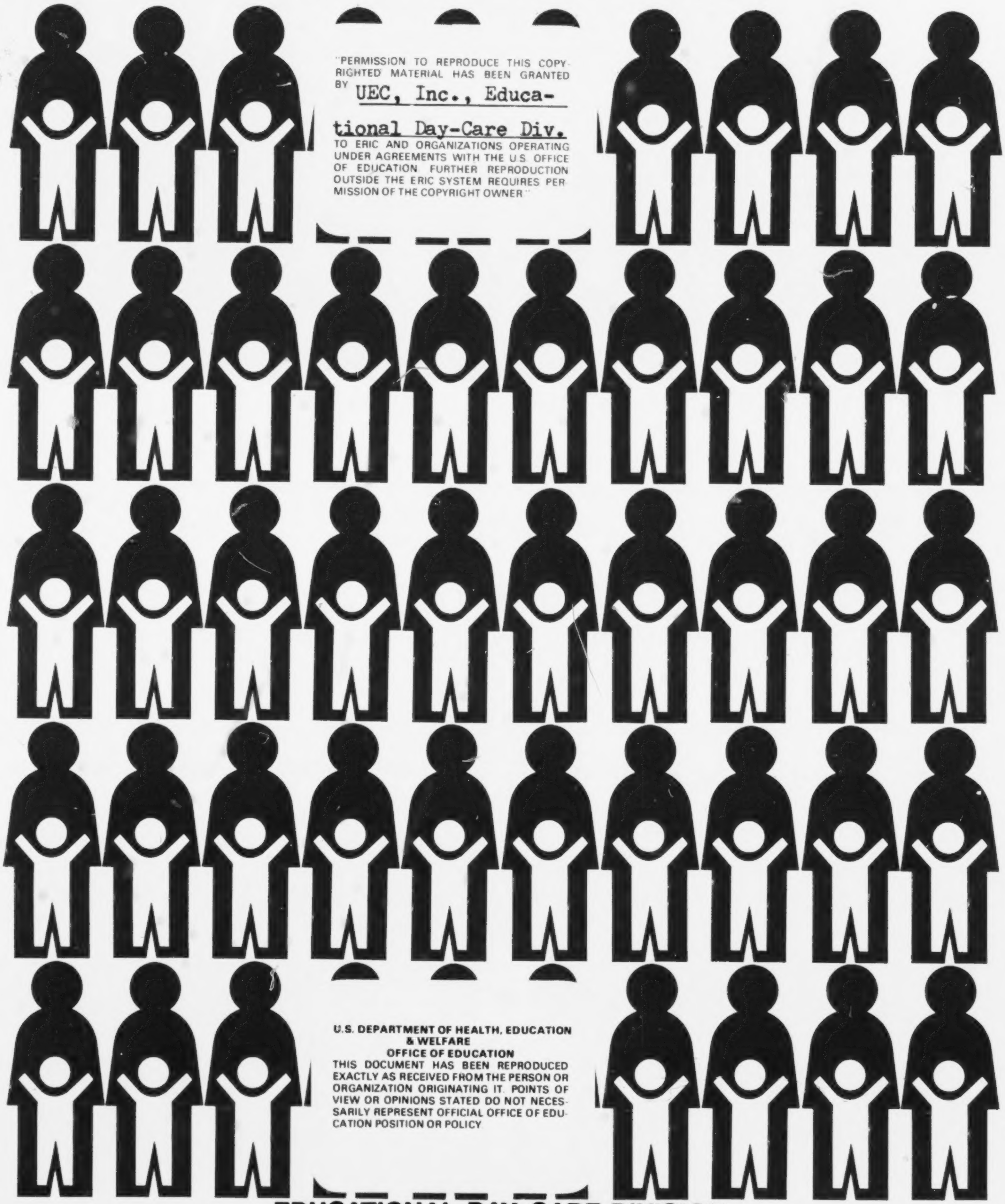
UEC-EDUCATIONAL DAY-CARE SYSTEMS

The first comprehensive system of early childhood education and day care designed especially to strengthen the role of the family in helping children prepare for success in life.



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FOREWORD

The UEC - Educational Day-Care Systems, which provide a new dimension in strengthening family ties through child care, was created first in 1970-1971 as a model program for operation in four Pennsylvania counties under contract with the Commonwealth's Department of Public Welfare.

The comprehensive program encompasses close attention to the intellectual, social, emotional, health, and nutrition needs of children as well as purposeful family and community involvement in child development. Because it is a modular system, it can be replicated, modified, or expanded in a wide variety of settings to serve community, state, or national needs.

The Educational Day-Care Division is prepared to contract with government, industry, labor organizations, or other interested groups for consultation, planning, technical assistance, or to employ staff, train staff, install, manage, and operate similar programs.

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I. INTRODUCTION

UEC – Educational Day-Care Systems provide the first comprehensive program of early-childhood education and day-care designed especially to strengthen the role of the family in helping the children prepare for success in life.

The educational components of the program alone embody an exciting new approach to learning based on more than 150,000 observations of children by learning specialists and parents. These tested educational methods assure that children will build personal self-confidence that will help them attain success in school and later life, that parents will gain an insight into new ways to guide children to maximize their potential, and that family ties will be strengthened through meaningful learn-play experiences involving all members of the family. Other outstanding features of UEC – Educational Day-Care Systems include:

1. Comprehensive child-development programs are based on an expansion of UEC's Discovery Program, which has proven successful with more than 3,000 preschool children in five Northeastern states, and a model system designed for four Pennsylvania counties under contract with the state's Department of Public Welfare. More than 1,800 clearly stated learning objectives and more than 3,600 learning task activities enable parents and learning staff to assess a child's skills and concepts and provide him with individualized learning assistance.

2. Flexible schedules enable families to obtain child care all day, mornings only, afternoons only, after-school, evenings, weekends, and on intermittent special schedules.

3. Broadly-based enrollment provides for all ages of children, ranging from fulltime care for infants and preschoolers to part-time care for school-age children.

4. Inviting physical facilities stimulate a child's curiosity and creativity, give him some degree of privacy as he develops as a person, and make a child feel at home rather than institutionalized.

5. A variety of methods of delivery of services include Neighborhood Educational Day-Care Centers serving children within walking distance of the facility, Family Home Educational Day-Care units serving four to six children under the care of a trained mother, and In-Home Educational Day-Care serving individual children in their own homes.

6. Hundreds of tested learning materials and educational devices include specially produced films, child-operated TV-Studios-on-Wheels, and "talking machines" that respond to a child's questions and help him learn to read, and a carefully selected library of outstanding children's literature.

7. The child development programs place emphasis on language development, socialization, values and motivation, emotional adjustment, physical development, and cognitive skills and concepts to promote creativity, reasoning, self-confidence, and initiative.

8. A repeated learning sequence for the child ensures acquisition of new skills and concepts and the transfer of learning to new activities, including (1) assessment of a child's abilities and needs, followed by (2) learning experiences to meet the needs, followed by (3) reinforcement, followed by (4) reassessment.

9. The family becomes deeply involved in the development of the child through parent-child take-home learning materials, audiovisual parent education, parent-staff conferences evaluating the child's needs, and family-staff suppers.

10. The programs are continually improved through information feedback from staff and parents on the observed achievements and needs of the children.

11. Special services for the family and the community include a "hot line" phone service to provide direct assistance in meeting family problems.

12. The staff-development and training program stresses recruitment of a high proportion of the Educational Day-Care staff members from the local community, opening rewarding life work to men and women up a 17-step career ladder of self-improvement.

UEC INC. has gathered an experienced, highly qualified staff and nationally-renowned consultants to design and implement the Educational Day-Care Systems. Expertise is represented from the fields of teaching psychology, curriculum planning and writing, information processing, management, personnel, training, materials development, subject knowledge, and school administration. Among the consultants who constantly make inputs into the program, in the form of innovative methods and products as well as running audit of the program's performance, are Dr. Urie Bronfenbrenner of Cornell University, Dr. Martin Deutsch of New York University, Dr. Robert Glaser of the University of Pittsburgh, Dr. Ira Gordon of the University of Florida, and Dr. Myrtle McGraw of Briarcliff College.

As a result of its multimillion-dollar investment in supervisory, research, and development activities, UEC INC. has the capacity to create new organizations for learning in a community, a school or welfare system, or industry and to develop new products as well as to evaluate and utilize the best of existing products, especially in the critical field of early-childhood education. The features of its program and the creativity of its staff enable the Educational Day-Care Division to enter into contracts that ensure accountability for the achievement of agreed-on goals for children, families, and communities.

II. GOALS

The main goal of UEC - Educational Day-Care Systems is to provide model educational day-care programs and services for children, families, communities, schools, and industry. The program is aimed at strengthening and supporting the role of the family in our national life. In this respect it is a uniquely American system designed to fit the cultural pattern of America—where the family always has been the primary unit of society.

The comprehensive approach to child and family needs includes numerous components and a wide variety of interactions among them. The interactions occur among and between such human and environmental elements as the child, the family, the staff, the community, the physical facilities, and the equipment and materials.

The specific goals to be achieved for the participating groups include:

FOR THE CHILD

1. An inviting physical facility in which a child can feel at home, rather than institutionalized, and can enjoy some degree of privacy as he develops as a person.

2. Health and nutrition programs providing care and protection to meet the health needs of a child.

3. An affective support program to assist a child in his emotional adjustment through the establishment of a family-oriented environment, and help the child to learn to enjoy learning.

4. A program in which each child attains useful social skills and attitudes, including self-confidence in himself as a person and as a member of his family and community.

5. A program of parent involvement leading to an increase in supportive parent-child interaction to contribute optimally to a child's overall development.

6. An educational program based on clear objectives, sensitive observations, and tested learning materials, to help a child reach his fullest level of achievement in basic learning skills and to increase his chance of success in school and in life.

7. A socialization and social development program to aid a child in working cooperatively with others, to learn patterns of responsible behavior, and to learn to solve personal and interpersonal problems.

8. A language-development program that includes specially-created filmstrips, tapes, and audiovisual equipment to ensure a child's growth in listening and speaking vocabularies and the flexible use of language skills as the basis for reading readiness, reading, and written communication.

FOR THE FAMILY

1. Assurance of quality care and education for the children of parents who wish to work or enter training programs or who otherwise want supplemental help in the rearing of their children.

2. Emphasis on strengthening family ties by increasing parental understanding and participation in all aspects of child development and growth through group meetings, dinners, and specially-produced audio tapes, parent-child involvement materials and toys that can be taken home, and other aids for parents.

3. Guidance and assistance to parents to increase their effectiveness in influencing the development of their child.

4. Activities that contribute to the strengthening of relationships between the family and the community.

5. Services to aid the family in making more effective use of other available neighborhood and community resources in health, education, employment, finance, and social development.

6. Guidance for families and family members in self-development, including ways of handling their problems, and in gaining economic independence and intellectual self-sufficiency.

FOR THE COMMUNITY

1. New job opportunities and career development for members of the neighborhood and community who assume meaningful employment in Educational Day-Care programs.
2. Interaction among families and groups within the neighborhood and the community.
3. Encouragement to volunteers to participate in a meaningful way in child development and family service.
4. Establishment of a focus and springboard for cooperative community efforts.
5. Enhancement of the attractiveness and quality of life in the neighborhood and the community.

FOR BUSINESS AND INDUSTRY

1. Improvement of the capability of business and industry to attract and keep workers.
2. Easing the family-care problems of workers, thus enabling them to concentrate more effectively on their job performance.
3. Providing industry the opportunity to demonstrate commitment to the community and to social service.
4. Encouragement of business and industry to take an integral part in the neighborhood and community cooperative effort.
5. Improvement of the production of business and industry by reduction of employment disruptions caused by family problems.

FOR THE SCHOOLS

1. Reduction of the need for schools to provide compensatory education by improving the cognitive skills and concepts of children before they enter school.

2. Cooperation with the schools in determining specific learning needs of preschool children in order to help make their future school experiences successful.

3. Provision to schools of records and profiles of the abilities of each child who has been enrolled in the Educational Day-Care programs.

4. Supplementary education and care for school-age children by a program of after-school Educational Day-Care.

FOR THE STAFF

1. Training in new techniques and new perspectives in child care and child development.

2. Improved job opportunities through a career-ladder plan.

3. Aid in becoming more effective parents themselves.

4. Satisfaction in strengthening individual family ties and in serving family needs within the community.

5. Participation with members of the community in exchanging ideas and in determining how local needs can best be met.

6. Esteem of employment in a model center or a family day-care home.

III. SYSTEM DESIGN

A variety of components and services are essential to serve the multiple day-care needs of families within a community. The components of Educational Day-Care include:

1. Community Educational Day-Care Centers

   The Community Educational Day-Care Center serves both as a central facility for professional supervision of the other components within the system and as a day-care center with direct services for children and their families in the neighborhood in which it is located. Administrative and service supervisory personnel serving the total number of children in a program and their families operate from the Community Educational Day-Care Center. It is the focal point for community-wide meetings.

2. Neighborhood Educational Day-Care Centers

   Neighborhood Educational Day-Care Centers serve as satellites of the Community Educational Day-Care Center. Each Neighborhood Center should preferably be within easy walking distance—four or five blocks—of the homes of the families served. Ideally, each is located on or near main routes of public transportation, so that parents lose little or no time in delivering their children to the centers and can play a continually involved role in the development of the program for their children.

3. Family Home Educational Day-Care

   Family Home Educational Day-Care consists of a trained mother caring for four to six neighborhood children in her own home. These units enable a child to live in a small group home-type setting near his own home while also offering many of the advantages of the Neighborhood Centers. In addition, this form of Educational Day-Care provides income and employment to mothers in a productive occupation. The mothers are trained by Educational Day-Care Systems and supplied with materials and services from the Community Educational Day-Care Center. Learning staff members from the Community Educational Day-Care Center monitor the learning aides and provide counseling, guidance, and special services to ensure high-quality programming in the family setting.

4. In-Home Educational Day-Care Program

Children can also be served individually in their own homes by In-Home learning staff members from the Community Educational Day-Care Center. This service is for parents and children who desire assistance in child development, but who for a variety of reasons are unable to place their children in one of the group day-care programs. The In-Home program builds on home-visitation calls, such as those conducted by Dr. Ira Gordon's Parent Education Project at the University of Florida, which have had marked success in increasing the I. Q. scores of preschool children in low-income families.

5. Industrial Educational Day-Care Centers

An Industrial Educational Day-Care Center is similar to a Neighborhood Center, but is located in or adjacent to a large industrial plant. Several studies have indicated that many working mothers prefer the day-care center to be near their place of work so they can bring their children to the center when they go to work. The proximity and time saved in scheduling transportation gives parents a better opportunity to be involved with their children during coffee breaks or during lunch hours, strengthening family relationships during the working day.

6. Mobile Educational Day-Care Units

Specially designed Mobile Educational Day-Care Units can carry the child-development programs to children in sparsely settled rural areas. Staffed by trained personnel and equipped with an array of learning materials and audiovisual devices, these mobile units can provide a variety of educational services from once a week to once a day.

7. Number of Children and Families Served

The actual number of children and families to be served within a specific community would be determined through surveys of the community needs. However, the following illustration shows the number of children to be served by the different components of the system as designed for the Pennsylvania project:

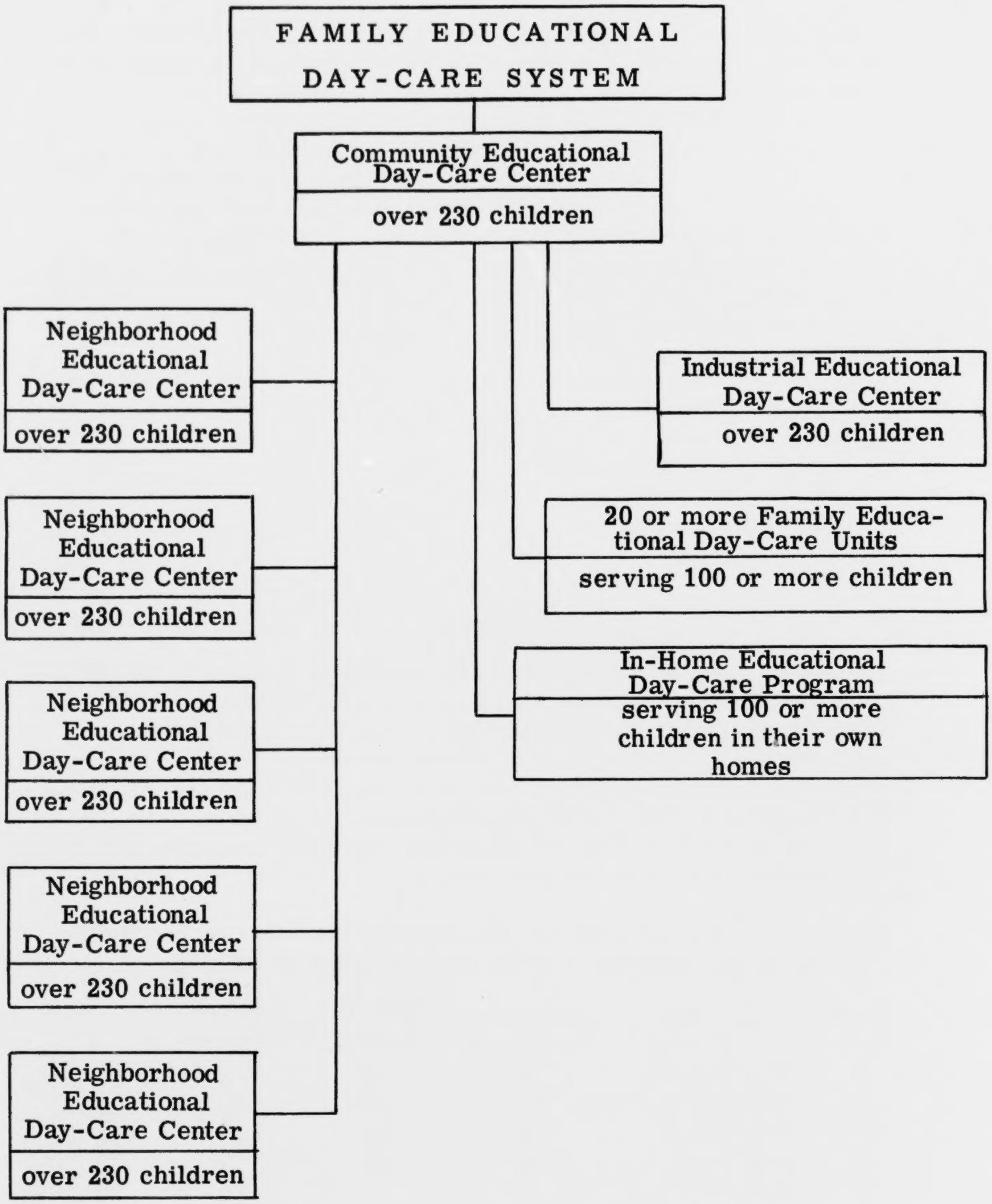
	Full-Day Care	Part-Day and After School Care	Total
Community Educational Day-Care Center	124	114	238
Neighborhood Center A	124	114	238
Neighborhood Center B	124	114	238
Neighborhood Center C	124	114	238
Neighborhood Center D	124	114	238
Neighborhood Center E	124	114	238
Industrial Center	124	114	238
20 Family Home Educational Day-Care Units	100+	--	100+
In-Home Educational Day-Care	--	100+	100+
	968+	898+	1,866+

The actual number of children to be served by a specific Neighborhood Center or by an Industrial Center also would be determined by a survey of neighborhood or industry needs and considerations of site location. For purposes of administrative efficiency, this model design calls for 238 children and their families to be served by each Neighborhood Center. The largest number of children to be served would be in the 3- to 5-year-old group, but representation also would be accorded those under 3 and over 5.

A typical child population for one Neighborhood Center handling a capacity of 238 children in a day was designed as follows:

Level	Age	Full-Day	Part-Day (a. m.)	Part-Day (p. m.)	Total
A	0 to walking	8	8	8	24 (10%)
B	Walking to 2-1/2	20	10	10	40 (17%)
C	2-1/2 to 4	48	12	12	72 (30%)
D	4 to 5	48	12	12	72 (30%)
E	5 to 15 (after school)	--	--	30	30 (13%)
TOTAL		124	42	72	238 (100%)

A diagram illustrating the program as offered in Pennsylvania follows:


FAMILY EDUCATIONAL DAY-CARE SYSTEM
Community Educational Day-Care Center
over 230 children
Neighborhood Educational Day-Care Center
over 230 children
Neighborhood Educational Day-Care Center
over 230 children
Neighborhood Educational Day-Care Center
over 230 children
Neighborhood Educational Day-Care Center
over 230 children
Neighborhood Educational Day-Care Center
over 230 children
Industrial Educational Day-Care Center
over 230 children
20 or more Family Educational Day-Care Units
serving 100 or more children
In-Home Educational Day-Care Program
serving 100 or more children in their own homes

IV. CHILD CARE SCHEDULES

Responsiveness to the needs of the community and the needs of the families participating in the programs represents the heart of the scheduling arrangements, because Educational Day-Care Systems is committed to serving families rather than imposing an inflexible service on them. A variety of services are provided to encourage and motivate families to participate in various aspects of the program. These include:

1. Full-Day Educational Day-Care from 7 a. m. to 6 p. m. –providing for about two-thirds of the children served by a center.
2. Half-Day Educational Day-Care from 7 a. m. to noon or from noon to 6 p. m. –providing for about 25% of the children in a center.
3. After-School Educational Day-Care from 3 p. m. to 6 p. m. –providing for up to 15% of the children in a center.
4. Weekend Educational Day-Care on Saturday and Sunday–provided on a regular basis for any child for whom there is a continuing need. This option also allows parents to have a weekend free from their children several times through the year.
5. Intermittent Educational Day-Care permitting parents by prearrangement to leave a child at the center for a few hours one or two days a week on a regular schedule.
6. Evening Educational Day-Care enabling par[illegible] prearrangement to leave a child at the center from 6 p.[illegible]2 midnight when the need arises.
7. Open-Ended Educational Day-Care providing a flexible schedule for families who do not fit into the above options.

A. Daily Schedules. Children at different age levels would follow different schedules. However, most would be similar to this schedule for children in Group C (2-1/2 to 4 years old):

7:00 to 8:00 a.m.	Children and parents greeted in the reception area by a learning staff member from their family room; play in the family room.
8:00 to 8:30 a.m.	Hot breakfast in family room.
8:30 to 10:30 a.m.	Learning activities in small groups in the play-learn area; these planned group activities are interspersed with free play periods.
10:30 to 10:45 a.m.	Snack in family room.
10:45 to 11:45 a.m.	Physical activities on the outdoor or indoor playground.
11:45 a.m. to 12 noon	Clean-up and preparation for lunch in family room.
12:00 to 12:30 p.m.	Lunch
12:30 p.m. to 2:00 p.m.	Storytime reading in family room followed by nap.
2:00 p.m. to 4:00 p.m.	Learning activities for individual children and small groups in play-learn area, based on staff observations of individual child needs; field trips.
4:00 p.m. to 4:15 p.m.	Snack in family room.
4:15 p.m. to 5:00 p.m.	Physical activities on outdoor or indoor playground.
5:00 p.m. to 6:00 p.m.	Children play in family rooms; member of learning staff talks with parents as they pick up children to report on child achievements and needs.

B. Weekly Schedule. Each week's learning activities follow a prescribed rhythm. Each day members of the staff are provided with new Preschool Group Notebooks that describe five learning tasks and planned activities, the materials needed, and a step-by-step procedure to follow. In addition they are provided with Child Observation Forms to note the skills and concepts demonstrated by each child taking part in each activity. Throughout the week activities are presented that develop the children's skills to a higher order. If they have not mastered certain skills that they are ready for, this is noted and they are given extra individual opportunities to learn in reinforcement periods spaced throughout the program. On Friday the children are given Parent-Child Take-Home Learning Materials to use with their families over the weekend. These materials are demonstrated both to the child and to the parent and their importance emphasized in giving the parents a meaningful way to take part in their child's education.

C. Part-Time Educational Day-Care. To meet family needs for part-time day care and at the same time to provide stimulating educational experiences for the children, space is reserved in each of the preschool levels to accommodate the following numbers of children in each Pennsylvania project center in part-day morning or afternoon sessions.

	MORNING	AFTERNOON	TOTAL
LEVEL A (0 to walking)	8	8	16
LEVEL B (walking to 2-1/2)	10	10	20
LEVEL C (2-1/2 to 4)	12	12	24
LEVEL D (4 to 5)	12	12	24
TOTAL	42	42	84

These children are mingled among the various Family Room groups rather than treated as special groups. They participate within the regular programs for their Family Room groups during the periods they are in the center. Individual records of their progress are maintained.

D. After-School Educational Day-Care. Many of the children in the after-school Educational Day-Care program are likely to be siblings of children enrolled in the full-day program.

Special educational materials and sport and hobby activities are provided for this older group. These children are assigned to Family Room groups containing their younger brothers and sisters unless there are special reasons not to do so. They are encouraged to demonstrate leadership with the younger children and to participate in aiding the staff to individualize instruction. They also have ample opportunity to engage in varied educational, recreational, or avocational activities apart from their siblings.

E. Evening and Weekend Educational Day-Care. To accommodate family needs for child care on nights and weekends, a limited staff is maintained in the centers at those times. Children within the regular programs can stay at the centers on evenings and weekends by prearrangement. During evenings and weekends members of the staff review the records of the particular children in their care and give them individual attention related to their demonstrated skills.

V. PHYSICAL FACILITIES

The Educational Day-Care Centers are designed to be inviting to the children and their families. Facilities are sought that meet the design criteria with low-cost construction or renovation. These facilities are economical, attractive, and functional.

A. SITE SELECTION

The primary goal of site selection is to locate Educational Day-Care Centers in neighborhoods where people have expressed a need for expanded day-care facilities and where the need is greatest for the objectives met by Educational Day-Care Systems. Locations are sought in the center of neighborhoods that have a large population of children, so that most families are within walking distance or near public transportation facilities, and where there is no conflict with other day-care and child-development services.

B. DESIGN CRITERIA

Some of the special considerations taken into account in identifying a facility or constructing or rehabilitating one for use as a Neighborhood Educational Day-Care Center are described below:

1. Family Rooms. The basic facility for the child is his Family Room. This prefabricated module serves a small family-size unit of five or six children. Sleeping facilities are provided for nap time; the room can be easily darkened and is located in the inner core of the building, subject to a minimum of outside noise. There is a table in the room where the children gather for meals or snacks. Some Family Rooms have minimal

kitchen equipment, similar to that found in a small efficiency apartment. Alternate Family Rooms have a washroom with a toilet, lavatory, and shower. In addition, each Family Room provides some individual privacy for each child—a place of his own where he can keep things of his own, including his outdoor clothing, and a place where he can carry out activities of his own choice as he might in his own home. Each room includes a rocking chair for children and for staff members.

2. Group Play-and-Learn Areas. A play-and-learn area for children of a given level is adjacent to and easily accessible from the Family Rooms of the children at that level. Each of these rooms has low portable dividers so that areas can be closed off to hold various-size groups and different types of activities. It is equipped with audiovisual display equipment, storage cabinets for learning materials, portable child-size desks, tables, chairs, and a wash-up sink for art work. Most of the area is carpeted, but washable tile is used in art activity areas. There are several learning circles for use in group activities.

3. Playground Areas for Gross Physical Activities. Playground areas are designed with equipment for each age level. The playground areas are located near to and easily accessible from the Play-and-Learn areas for each level. In some cases, it is more practical to build these playground areas indoors, air-conditioning them and equipping them to represent the outdoors. Such indoor playgrounds can be usable every day regardless of weather. Playgrounds feature Adventure areas where children can build their own clubhouses.

4. Environmental Learning Rooms. To stimulate curiosity, and to motivate and facilitate learning, each Center contains several Environmental Learning Rooms to represent different kinds of environments, such as a jungle, a supermarket, a boat, a drugstore, a farm, a zoo, and an art museum, for role playing and other learning activities. Changed periodically, these rooms can be used by children of all age levels for internal "field trips." Exhibit materials for these rooms are circulated from one Neighborhood Center to another, providing changing novel environments for the children.

5. Parent-Staff Meeting Room. This room resembles a middle-income living room, with comfortable furniture and lamps. It accommodates 12 to 18 adults and 18 to 24 children. An evening

supper is held in this room once a month for the families of each Family Room group. This room also is equipped for audio-visual presentations for staff training sessions, for family meetings, and for visitors to the facility. It is also used during the day as a staff lounge during coffee and luncheon breaks. Adult toilet-washrooms are adjacent to the parent-staff meeting room and the reception area.

6. Kitchen Facilities. The Neighborhood Centers have small kitchens equipped to handle and heat catered food.

7. Health Facilities. Each Neighborhood Educational Day-Care Center has a health examination room adjacent to an isolation room where children who are ill can be cared for until moved home or to a hospital. The Community Educational Day-Care Center is equipped with a more extensive examination and treatment room.

8. Storage Facilities. Each center has adequate storage rooms for needed materials. A materials loading dock is adjacent to the main storage area for easy delivery of materials.

9. Administrative Offices. Each Neighborhood Educational Day-Care Center has an office for the center director with adjacent work space for a secretary. Each Community Educational Day-Care Center is equipped with offices for the various specialists who work out of the Community Center providing special services for the Neighborhood Centers, the Family Units, and the In-Home program.

10. Staff Offices. Lockers are provided for each staff member, and there is desk space that may be used by members of the staff to work on reports.

11. Private Consultation Room. At least one small office is provided in each Neighborhood Educational Day-Care Center where a professional staff member may consult in private with members of a family.

12. Reception Area. A reception area provides adequate seating for waiting parents and ample coat closets for visiting parents.

C. SPACE REQUIREMENTS

Most states of the United States have established minimum standards that call for 35 square feet of interior floor space for each child—an area smaller than six feet wide and six feet long, little larger than a coat closet. For the most part these standards for interior space were established many years ago, following European practice in providing only enough interior space for the child and a caretaker to watch over the child. In practice these standards have often resulted in a maximum of 35 square feet of interior space being provided for each child in day care.

The Educational Day-Care System has been designed, however, to meet American cultural needs with emphasis on comprehensive child and family services and therefore requires considerable more interior space to provide the additional services.

If suitable exterior playground space is not available at a site, then requirements for interior space are increased to 110 square feet per child in order to provide "interior playgrounds." Assuming that a Neighborhood Educational Day-Care Center does not have suitable exterior playground space, then it should have about 22, 000 square feet of interior space.

Because a Community Educational Day-Care Center also serves as a Neighborhood Educational Day-Care Center, it needs 16,000 to 22,000 square feet for that component, plus an additional 10,000 square feet for:

1. Additional administrative and staff offices.

2. A larger parent-staff meeting room with portable partitions for larger community meetings and staff training sessions.

3. Enlarged health facilities for examination and treatment.

4. Additional storage space for materials used to re-supply the neighborhood centers.

Space Needs for a Pennsylvania Neighborhood Educational Day-Care Center

Level	Room Type	Child Capacity	Sq. Ft. per Child	Sq. Ft. per Room	No. of Rooms	Total Sq. Ft.
A (0 to walking)	Family Room	8 per room	25	200	2	400
	Play-learn	16 per room	15	240	1	240
B (Walking to 2-1/2)	Family Room	5 per room	35	175	6	1,050
	Play-learn	30 per room	25	750	1	750
	(Playground)	30 per area	25	750	1	(750)
C (2-1/2 to 4)	Family Room	6 per room	35	210	10	2,100
	Play-learn	60 per room	25	1500	1	1,500
	(Playground)	60 per area	25	1500	1	(1,500)
D (4 to 5)	Family Room	6 per room	35	210	10	2,100
	Play-learn	60 per room	25	1500	1	1,500
	(Playground)	60 per area	25	1500	1	(1,500)
E (5 to 15) (after-school)	Play-learn	30 per room	35	1050	1	1,050
	(Playground)	30 per area	75	2250	1	(2,250)
Environment rooms				300	4	1,200
Health facility				150	1	150
Parent-Staff Meeting Room				600	1	600
Kitchen and Food Handling				400	1	400
Offices				500	1	500
Reception Area				200	1	200
Storage rooms				400	1	400
Subtotal excluding playgrounds						14,140
Halls, stairs, washrooms, closets, and partitions (15%)						2,000
Total interior (excluding playgrounds)						16,140
Interior playgrounds (if exterior playground space is unavailable)						6,000
TOTAL Including interior playgrounds						22,140

VI. CHILD DEVELOPMENT PROGRAMS

The necessity for comprehensive child-development programs for children of low-income families has been demonstrated by data drawn from nationwide educational tests in recent decades. These data indicate that 30 to 50 per cent of all youngsters entering first grade have not mastered basic skills and concepts necessary for success in school.

The comprehensive child-development programs within the Educational Day-Care Systems are based on methods, procedures, and materials developed for UEC's Discovery Program, which has successfully involved thousands of children and their families in five northeastern states. More than 150,000 observations by staff and parents have been recorded, analyzed, evaluated, and used in developing the Educational Day-Care Systems.

The child-development programs are interlaced to represent as closely as possible the interactions that occur in real-life situations. These programs move away from standard classroom educational schedules in which one portion of each day is devoted to teaching one area of the curriculum, another part of the day to another area of the curriculum, and so on. Although for clarity several development programs are discussed as separate entities, they are in fact integrated throughout the child's day so that he acquires mastery of new skills and concepts through varied real-life experiences, building love of learning and good work and study skills.

A. DETERMINATION OF THE NEEDS OF THE CHILD

Within the Educational Day-Care development programs, activities for the individual child are based upon his observed abilities and state of development. Activities for a given child are organized around a profile that maps the child's abilities against a hierarchy of observable skills. These prescribed experiences contribute to the acquisition of specific skills and concepts, as distinct from practice in many nursery schools that relies on uncontrolled and incidental exposure to varied experiences in the expectation that, by chance, certain skills and concepts will be acquired.

B. LEARNING OBJECTIVES

From a review of relevant literature and research more than 1,800 different skills and concepts have been identified as important for a preschool child to acquire. These have been organized for convenience into 45 skill areas, such as solving problems, classifying, understanding numbers, predicting and testing, and knowing the alphabet.

Each sub-skill or concept within the basic skill areas has been defined in operational terms so that a staff member can determine whether the sub-skill or concept has been acquired by the child. Specific performance criteria have been developed that state (1) what the child should be able to do, (2) under what conditions he should be able to do it, and (3) to what extent he should be able to do it.

The use of specific learning objectives provides wide dimensions of flexiblilty. Objectives can be adjusted in response to student profiles and community goals. When a child has difficulty with a task, additional sub-objectives can be generated that either build upon some special ability of the student or that require a smaller learning step. Thus the objectives in many ways act as an indexing system to assist the child and learning staff in threading their way through the complexities of child development.

C. PLANNING LEARNING EXPERIENCES

For each of the sub-skills and concepts within the basic skill areas, specific learning experiences have been designed to contribute to the development of the skill or concept. The activities employ a variety of learning materials that are attractive, highly motivating, fun to use, and related to the child's experience. They ensure that the learning experiences are enjoyable, thus providing a high degree of success in skill attainment.

As an illustration, the following learning activity develops skills in the areas of observing and recognizing characteristics. This activity is aimed specifically at developing important concepts of "same and different."

The activity is initiated by the viewing of a motion picture created for this purpose for the UEC-Educational Day-Care Systems and titled "Same and Different." The three-minute film presents two puppets playing games in which they distinguish objects that are identical and those that are not. Following the viewing, the children play the games just as the puppets did and with the same materials. As the games are played, each child is given an opportunity to demonstrate or learn the use of the words "like," "not like," "alike," "not alike," "same," and "different."

D. CHILD PROFILE

As the child progresses through the program, the staff daily evaluates the skills and concepts that the child demonstrates. A profile of the child is developed to reflect the specific skills and concepts he possessed in each of the basic learning areas. The profile is then used to determine what skills and concepts the child is ready to acquire. Members of the staff meet regularly with the parent to report and discuss the child's state of development.

Children are not "tested" in Educational Day-Care programs—they are evaluated. This is an important distinction, because typical testing programs lead to the establishment of group standards as opposed to individual assessment of needs. Tests introduce elements of stress and anxiety and detract from fun and discovery. In Educational Day-Care, the staff obtains needed evaluative detail by talking with and observing the child while he is at work and play in non-testing situations.

E. PARENT INVOLVEMENT

Specific learning activities for the child, coordinated with those taking place in the center, have been developed to be carried out in the home under the guidance of the parent. Each week the parent is provided with a demonstration of one or more activities appropriate for the child to engage in at home to further his development.

Materials required for the parent-child learning activities are recommended and provided for use at home. Parents are asked to report their observations on the child's home learning activity when they come to the center. In this manner this is a continuous exchange of information between parents and staff and recording of progress on the child that leads to optimum growth.

F. LANGUAGE DEVELOPMENT PROGRAM

Skill in communication is basic to reasoning and to social development. A child learns to communicate by listening and observing, by responding through the use of speech, and by repetition. Later, reading and writing develop as the basic skills of communication that largely determine his understanding of the world.

Children, especially in low-income families, often develop difficulty in reading and writing and in verbal skills because they have not been given full opportunity to converse with adults. The program puts great emphasis on stimulating conversation among children and adults by the use of specially-produced audiovisual programs and specially-selected learning materials. Following are some of the important skill areas bearing on language development.

1. Observing. Before the children can learn to read, they must develop their sense of observation to see fine differences among objects and shapes that are nearly alike, such as the letters of the alphabet. Projects and audiovisual activities dealing with these skills have been carefully built into the program.

2. Listening. Because so much of what a child learns in his early years comes from listening to what other persons say, a child's ability to listen is crucial. He begins to speak after having listened to and imitated the sounds of words. He learns to recognize likenesses and differences in sounds and to blend sounds later in reading. In the program, the children participate in many activities that specifically foster development of their listening skills, such as learning to summarize main points of a story they have heard and learning to follow verbal directions.

3. Expanding Vocabulary. In the early years a child's vocabulary can grow from only a few words to several thousand. The number of words he understands by listening is usually much larger than the number he actually uses in speech. Systematically building larger listening and speaking vocabularies makes it easier for the children to learn to read and write. Understanding and using many words helps a child communicate with and learn from both adults and other children.

4. Using Speech. The confidence that a child has in his own ability to make himself understood in speaking has a close relationship to his overall self-confidence, his relations to others, and the ease with which he later learns to read and write. The key to successful communications, however, is not only the addition of words to a child's vocabulary and the addition of patterns of speech, but the development of confidence in his own ability to make himself understood in talking with others. Within the program, the children's use of speech is enhanced as they learn to tell stories, to take part in group discussions, and to play communications games. Through language development activities, use of electronic equipment, and a sympathetic staff, each child's achievements are reinforced and growth in speaking is encouraged.

G. MOTIVATIONAL PROGRAM

This program assists children in attaining control over their environment, self-confidence, creativity, initiative, work and study habits, sticking to a task, responsibility, and self-control.

1. Self-Confidence. A child who develops self-confidence in himself takes pride in his abilities and is able to strive for higher and higher goals without being defeated by occasional setbacks. The program design enables the child to experience continual success as he masters new skills and concepts. By giving the child an opportunity to master new skills and concepts at his own pace, without pressure of failure, the program helps the child build self-confidence and establish a self-image of himself as a successful human being.

2. Creativity. As a child learns new ways to put thoughts, information, and skills together, he finds joy and excitement in discovering that he can express ideas that are his alone. In the program a child has the opportunity to use his imagination in playing, in pretending, in thinking, in acting, in drawing, and in building. The development of imagination in a child encourages the blossoming of his creativity.

3. Initiative. Initiative may be developed in the child's early years by helping him master his basic skills and concepts to the greatest degree possible, giving him the self-confidence that is needed to initiate actions without fear of failure. The staff is trained to give each child great latitude to experiment—to initiate actions of his own—and to reward him with praise for

his accomplishments. The emphasis is on praising positive specific accomplishments, rather than on criticizing failures.

4. Work and Study Skills. The difference between excellence and "just average" in school and in later life often can be traced to the quality of work and study skills developed in early childhood. The children in Educational Day-Care programs are helped to acquire good work and study skills in a stimulating environment that allows a child to pursue his interests in depth. He is reinforced in his explorations and accomplishments. Additionally, the staff focuses on learning processes such as classification, problem-solving, and reasoning, as well as on content.

5. Sticking to a Task. Children stick to tasks that interest them as individuals or as a small group. The Educational Day-Care program includes a vast array of materials and activities designed to motivate youngsters with varying interests and abilities. As children learn to stick to these tasks, they develop habits of patience and concentration that enable them to persevere with other tasks and may be less rewarding or frustrating.

H. PHYSICAL-RECREATIONAL DEVELOPMENT PROGRAM

Through the use of active play with equipment designed for children of specific age levels, this program aids a child in attaining better control over his body and his environment. To a child, agility and physical competition are often goals in and of themselves. A child is proud of his physical accomplishments, which in turn contribute to his good health. By playing simple, active games, the children develop eye-hand coordination, muscle tone, and a sense of confidence in their physical abilities. The physical-recreational program activities are integrated carefully into the total program, cutting across the cognitive, social, and language elements to reinforce past and current achievements.

VII. SOCIALIZATION AND AFFECTIVE SUPPORT

All of the child development programs of the UEC – Educational Day-Care Systems are designed to strengthen each child's relationships with his own family. Every effort has been made to make the Center itself non-institutional in appearance. The Family Room in which the child spends much of his time resembles a family-sized "home-away-from-home" when the child is in the center. A staff member is responsible for no more than six children at the preschool level, so she is able to give each the loving attention he needs.

Activities to stimulate and support the social and emotional development of the child are imbedded in the planned activities of the child-development programs of the UEC – Educational Day-Care Systems. Each child's progress in these activities is continually recorded in relation to skills and concepts in such areas as Relations With Others, Understanding Rules, Self-Care and Safety, Following Directions, Understanding "WHO?", Self-Confidence and Initiative, and Creativity.

Most of a child's social and emotional development, however, comes about through the continual daily contacts he has with members of his own family, with members of the staff, and with other children. Through these contacts the child develops concepts of his own self-image and of how he can and should conduct himself in relation with others.

A. ACTING AS MODELS FOR CHILDREN

The way that parents and staff members talk, act, and feel has an important effect on the way the children in their care talk, act, and feel, not only on a certain day, but for all the rest of their lives.

Realizing the importance of imitation in early-childhood learning, staff members demonstrate by their own words, actions, and feelings those positive behaviors that they hope the children will emulate. They aim to exhibit cheerfulness, and good nature through smiles, good humor and jokes, and provide loving attention through eye-to-eye contact, cuddling and other forms of physical contact and a friendly voice.

B. TREATING CHILDREN AS PERSONS

Staff members treat children with respect as individual human beings. They avoid treating children as though they were inferior to adults or have no feelings, interests, and needs that deserve as much respect as do those of adults. They "talk with" instead of "talk down" to children, just as they would with other adults; listen to children with attention; pay close attention to the specific details of what a child is doing or trying to do rather than merely observing what the child is doing in general; and talk with children rather than to them.

C. TREATING CHILDREN IN PREDICTABLE WAYS

Staff members are consistent in the ways that they act and react with children in their care. If a staff member repeatedly cuddles with a child to get him to stop crying, the child grows to expect this cuddling whenever he cries. If the staff member then begins to ignore or punish the child for crying, the child becomes fearful because he does not know what has changed the situation and what the staff member is likely to do next.

D. ESTABLISHING AND ENFORCING RULES

Staff members avoid making up unnecessary rules for young children to follow and avoid telling the children: "It is a rule that you must always...." Instead, parents and staff members encourage the children to understand the reasons for behaving in certain ways, guide them to act in these ways, and set an example by following these rules themselves.

1. Respect for Property. Staff members help children understand that they should take care of and put away toys, games, books, and equipment that they use. At the same time, they understand that children sometimes damage objects or equipment merely because they are trying to discover how the objects or equipment work and what they can be used for.

2. Respect for Rights of Privacy and Property. Staff members guide children to respect their own rights of privacy and property and those of others.

   a. Protecting Own Rights.

      When a child is using a toy or other object, he has a right to continue to use it and is encouraged to stand up for his own rights to do so.

   b. Respecting the Rights of Others.

      Adults help each child understand that he must not take toys or other objects from others by force and that he must not forcibly intrude on another child's privacy.

3. Cleaning Up and Putting Away. Staff members help children learn that they must always clean up and put away toys, games, and other equipment as soon as they are through using them. They see to it that children join in clean-up and put-away activities before going on to the use of other objects or equipment.

4. Safety Guidance. Staff members help children learn how to use objects and equipment and to act in ways that protect their own safety. At the same time, they do not over-protect to the point that the children have no opportunity to learn to exercise judgment through experimentation.

E. DEMONSTRATING MUTUAL ENJOYMENT OF ACTIVITIES

To encourage children to enjoy learning activities in which they are taking part, staff members also show their own enjoyment at taking part in the activities. A child is more likely to join in a game or activity when he sees that an adult as well as other children are having so much fun that he is missing out on something enjoyable.

F. ENCOURAGING FREEDOM OF EXPLORATION AND DISCOVERY

Staff members enable children to have the maximum amount of freedom to explore and discover. When a child chooses the toys or materials that he wants to play with and then uses them in ways to satisfy his own needs and curiosity, he strengthens his self-confidence and initiative.

G. ENCOURAGING THE DEVELOPMENT OF CHILD DECISIONMAKING

Staff members constantly encourage children to learn to make decisions for themselves. A child can learn to make decisions and judgments only if he has many opportunities to practice decisionmaking and knows the consequences of his decisions.

H. BALANCING GUIDANCE AND FREEDOM

In the social and emotional development of children, staff members aim to strike a balance between being too authoritarian ("You do only what I tell you to do.") and being too permissive ("You can do whatever you want to do.") Only by achieving balance between firm guidance and total freedom can staff members assure the child of an opportunity both to develop the necessary respect for authority and the equally necessary self-confidence, initiative, and spirit of independence that make up a well-balanced individual.

I. REWARDING CHILDREN

Staff members use rewards as an effective means of guiding children in their development. But they use rewards with caution. If a child is rewarded too often, the rewards can lose effect. Staff members exercise caution in giving attention to negative or "bad" behavior, because in some cases even punishment may be regarded as a reward by a child who is using his "bad" behavior to gain attention.

1. Rewards of Attention. Attention-giving as a reward may be as slight as an approving glance or gesture, or it may be a more meaningful hug, a few kind words, or listening patiently to what a child is saying. Unfortunately, a harsh word or even physical punishment may be a reward of attention to some children in some circumstances, and in such cases an incautious adult may through scolding or punishment actually encourage a child to repeat "bad" behavior.

2. Rewards of Verbal Praise. Words of praise and encouragement are used to reward children when they demonstrate the learning of new concepts, skills, and behaviors.

    a. Specifying the Reason for a Reward.

    When a staff member rewards a child with words of praise and encouragement, he tries to state exactly what he is praising. Specific praise for a specific task means much more to a child than does a mere generality. The repeated use of generalities of praise by an adult may become so annoying to the children that they stop doing what the adult actually means to encourage.

b. Promises of Future Rewards.

Staff members may occasionally try to obtain specific actions from a child or children by promising a future reward but only when absolutely sure that they can make good on the promise if a child performs his end of the bargain.

3. Self-Reward. The most important reward that a child can have for accomplishing a task is a feeling of self-reward with its accompanying development of self-confidence. Staff members watch for signs of a child's pleasure and feeling of self-reward in a particular accomplishment and help reinforce the child's belief in his own abilities with rewards of attention or words of praise. They are careful to judge the accomplishment from the child's own viewpoint, rather from the viewpoint or expectations of an adult.

J. ENCOURAGING POSITIVE ATTITUDES TOWARD OVERCOMING PROBLEMS

By their own attitudes staff members help children come to a realization that most problems can be overcome by their own attitudes and actions. When a "bad" situation arises, the adult must try to view it as a problem that can be solved.

K. ENCOURAGING CHILDREN TO HELP EACH OTHER LEARN

Staff members encourage as often as possible a child who has learned a skill to help teach it to a child who has not learned the skill. The child who is learning the skill sees that another child has accomplished it and is motivated by the other child's enthusiasm and pleasure. The child who is teaching builds his own self-confidence as he shares his skill and knowledge.

L. HANDLING PROBLEMS OF AGGRESSIVE AND ANGRY BEHAVIOR

Staff members are made aware that when they themselves act with anger or violence in front of children, the children will learn to imitate these actions. Children learn to imitate violent actions that they see in movies or television, or read in stories.

1. Reducing Children's Exposure to Violence. Staff members try to reduce the amount of violence that children see. Stories of violence and aggression are not read to children. Children are not allowed to watch movies and television shows that feature violence.

2. Avoiding the Reward of Violence or Aggression. When a child hits, shoves, or has a temper tantrum, staff members do not reward the child by giving in to his demands. Instead a strong effort is made to turn the child's action into constructive behavior.

3. Turning Frustration and Violence into Constructive Activities. When a child is frustrated, angry, or violent, staff members guide the child into another activity in which he can constructively use his energy.

4. Isolating a Violent Child. When a child is repeatedly aggressive with other children, staff members may remove the child from the company of other children temporarily. Such isolation is not presented to the child as punishment, but merely as separation until he regains control of himself.

M. MOTIVATING CHILDREN TO ACHIEVE

Because future success in life depends on the ability of a child or an adult to achieve his goals, it is important that young children learn to try to achieve the most that their abilities will allow. Staff members are instructed to always exhibit confidence that a child CAN achieve. Nothing destroys a child's confidence in his abilities so quickly as an adult who says, "Don't try that, you aren't smart enough (or big enough, or old enough)." Staff members reward a child's achievements with attention or praise, so that he learns that achievement is of immediate value.

VIII. EDUCATIONAL EQUIPMENT AND MATERIALS

Many educational materials and devices are used in the Educational Day-Care programs. This is in accord with findings by Jean Piaget, the Swiss psychologist, who indicates that most learning before the age of 7 takes place through manipulative activities rather than through abstract reasoning. In the Educational Day-Care programs most learning activities center on some 600 different learning materials, many of which were selected for use and tested in the Discovery Program.

Each educational material has been chosen for effective interaction with a young child. A large investment has been made in resources and talent to determine the objects and equipment that are placed in each center. The furniture and room arrangement are designed to promote learning by taking into consideration the children's needs and the requirements of different activities. Each toy, book, slide projector, microscope, television set, concept builder, set of creative materials is evaluated carefully both for its role in learning and for its quality.

The following are examples of educational materials and equipment used in the programs:

1. A Portable TV-Studio-on-Wheels, complete with its own TV-camera, TV-tape recorder, and viewing screen that can be used by the children in producing cooperative TV shows on their own. It is also used in presenting single-concept educational TV tapes in group activities and in recording group activities for teacher training and parent instructions. The use of this TV equipment with instant playback is particularly effective in enabling children and staff members to see themselves on TV as others see them.

2. A "Chatterbox" device that enables children to freely select printed

cards showing letters, words, and numbers that the machine reads aloud to them, enabling a child who cannot read to obtain information that he wants from print. Use of this device encourages reading readiness, reading, and understanding of number concepts.

3. A learning device that enables a child to press buttons to respond to programmed slide/sound materials in learning the alphabet, beginning reading, spelling, and arithmetic. Use of this device helps a child to learn at his own pace with minimal intervention by staff.

4. Educational films, produced by the Educational Day-Care Division, that use puppets to introduce new concepts and processes in a dramatic manner to stimulate and motivate young children to play with toys also used by the puppets in the film.

5. Specially produced slide/sound programs that assist children in understanding concepts of the world around them, such as the microscopic world that can be seen through magnifying glasses.

6. Audio-tapes, produced by the Educational Day-Care Division for synchronization with color motion pictures geared to the understanding of preschool children.

7. A collection of books by outstanding authors and artists, including many Newberry and Caldecott award-winning titles, that have been selected for their relevance to the Educational Day-Care program as well as for their interest to preschool children.

Whether the child is engaging in free play, interacting with a staff member, playing a game with his parents, creating from raw materials, or participating in a group lesson utilizing a wide range of audiovisual devices, the medium (objects, pictures, slides, or motion pictures,) and activity are chosen to generate a specific kind of attention and response from the child. The early years are a time of vocabulary growth, concept formation, and the beginning of discrimination and sorting of information. The child tries to find out which objects fit into a role. He arranges toys by size and color. He rubs his hand across a variety of textures. He repeats an activity for a long time and then stops as if by some inner signal. It is the task of the Educational Day-Care program to make sure that the right objects, the right experiences, the right models and the right words are present at the right time.

IX. FAMILY SERVICE PROGRAM

The goal of the Family Service Program is to help each family achieve the greatest possible benefit from the UEC – Educational Day-Care Systems. The Family Service Program provides coordination of services to members of a given family, including intake, help with practical problems, discussion of interpersonal family problems, and transfer and departure procedures. Members of the learning staff carry out the Family Service Program under direction of the center director. The Community Director of Family Service is an accredited social worker who has the responsibility of coordinating the Family Service Programs among the various centers. Each family is assigned to a specific staff member upon making application to a center and the responsibility for each family continues to be carried by the same staff member throughout the family's participation in the program.

It is the responsibility of a staff member to get to know each family assigned to him, to establish a relationship with the members of the family in an informal and flexible style, to see to it that each family is provided with the services it needs, and to work closely with other learning staff members for the benefit of each family.

A. HELP WITH PRACTICAL FAMILY PROBLEMS

Staff members help families obtain solutions to practical problems. This help includes an emergency Hot Line, other crises interventions, referrals to other agencies, and referral to group activities at the center.

1. Emergency Hot Line. Staff members maintain a Hot Line telephone service 24 hours a day, 7 days a week, to provide informed guidance and assistance in family emergencies such as sudden illness, poisoning, assaults, and child abuse. The

Hot Line is manned by staff in the center during the day and rings in the home of the staff member or volunteer at night or when the center is closed. Staff members and volunteers are trained to aid families with direct assistance, such as knowing the telephone number of the local Poison Information Center and in advising family members how to give first aid until help arrives. They are fully instructed about available community resources and how to evaluate situations. Adult family members and staff cooperate on a rotating basis so that a Hot Line volunteer or staff member can go directly to a home to give aid when necessary.

2. Other Crises Intervention. Staff members are available at all times to deal with emergencies or crises that require immediate concrete solutions. To this end, staff members are on call on a rotating basis each night and each weekend and are prepared when necessary to meet with a family in their home or anywhere in the community.

3. Utilizing Community Resources. Staff members are responsible for being thoroughly familiar with the social agencies and resources available in a community, including a knowledge of the quality of service given, the waiting lists, and whom to call to get action in each resource. They must be able to obtain services promptly, to cut through red tape, to form good working relationships with other agencies, and to use resources appropriately and imaginatively.

   It is the responsibility of staff members to clarify with the family exactly what service is needed, to make initial arrangements for obtaining this service or help the family to do so, and to follow through to make sure the family receives the service needed.

   The practical problems families face include those related to jobs, housing, and special services, such as care for invalid or elderly family members, and orthopedic, dental or other special health problems.

   The staff members assist the center nurse in seeing to it that each family member receives all the medical help necessary.

4. Vocational Advice. Because many mothers with children attending the center may be entering the job market for the first time, staff members must be knowledgeable about the kinds of jobs and training available in the community so that they can

explore with family members practical problems that arise concerning vocational interests and attitudes about work. When the help required is of a nature requiring long-term help the family is placed in contact with a vocational guidance service.

B. HELP WITH INTERPERSONAL PROBLEMS

The staff members are responsible for helping a family solve interpersonal problems that prevent the family from obtaining maximum benefit from the center programs. Such help is given through informal contacts, individual and family interviews, group discussions, and referral to other agencies for intensive or long-term help.

1. Informal Contacts. The staff members are familiar with each assigned family, mingle with families informally in the parent-staff room, meet with them at the supermarket, participate in their activities at the center, and otherwise provide a helpful contact with them through informal meetings within the center and in the community. Staff members may visit families' homes to deepen their involvement in the program upon invitation of the family.

2. Individual and Family Counseling. The staff members are available to each family for individual and family short-term counseling, upon request of the family, or of the center director. They make full use of the resources offered by the parents' own activities, both group and social action, by encouraging a family to participate in these, as part of the helping process.

3. Group Discussions. Staff members are trained to participate in group discussions of common areas of interest on an informal basis, such as in the Parent-Staff Room over coffee, and in more planned situations, such as the Family Suppers. They encourage such group discussions and help them to be constructive experiences that can catalyze change in the participants' patterns of interaction.

4. Referrals to Other Agencies. When intensive or long-term individual or family counseling is needed, the staff members explore with a family the possible benefits to be derived from such help, and with their approval help place them in contact with a community agency and see to it that service is obtained.

5. Special Attention to Unmarried Parents. A number of families in the center are likely to include unmarried parents. Special attention is given to the fathers in such families. Many such young men sustain a continued interest in their children and often in the mother. Staff members try to involve such fathers in the program whenever possible, and help them to share responsibility for their children with the mother and work cooperatively with her. These fathers are offered the same help with practical problems and interpersonal relationships as all other family members and are encouraged to participate in all aspects of the programs.

C. COOPERATIVE FAMILY SELF-HELP ACTIVITIES

When assigned by the center director, staff members provide parent groups with help in organizing cooperative activities initiated by the families. These might include a housing information center, an employment information center, self-help courses in family management and continuing education, or other special projects to meet specific needs of a neighborhood or community.

D. FAMILY RECORDS

Staff members maintain up-to-date records on each family for whom they are responsible. Each Family Record contains notes on each consultation with the family and the disposition of each family problem with which a staff member has been involved.

X. PARENT AND COMMUNITY INVOLVEMENT

The Educational Day-Care program places great emphasis on intensive parent involvement in the development of the child. Many other preschool programs also profess strong commitment to parent involvement, but in practice their implementation is limited to parents' inclusion on advisory boards or listening to staff presentations. Educational Day-Care includes those activities, but extends parent involvement to the most important aspect of child development—engaging parents in new and more mutually rewarding patterns of interaction with their children.

A. PARENT-CHILD INVOLVEMENT TAKE-HOME LEARNING MATERIALS AND PARENT SUGGESTIONS

Each week the child takes home an educational toy, game, or material that can assist him in reinforcing and extending his skills and understanding of concepts. This Parent-Child Learning Material is explained and demonstrated to the parents by staff members so that they will be able to participate with the child in using it on evenings and weekends.

In addition to having the Parent-Child Materials demonstrated at the center by a staff member, the parent receives easy-to-read Parent Suggestions for child guidance as well as for entertaining learning games and activities that stimulate family involvement.

B. PARENT-STAFF CONFERENCES

Members of the learning staff meet with parents upon receiving the children in the morning and upon returning the children to the parents at night. On these occasions the staff reports positive accomplishments of the children to the parents in order to encourage positive thinking about the child. In addition the staff gives the parents specific guidance on ways they can assist the child's development.

C. PARENT OBSERVATIONS OF CHILD DEVELOPMENT

Parents are oriented on how to make meaningful observations and are asked to observe learning activities of their child at home. These parent observation reports help guide the staff in meeting the individual needs of the child and in improving the materials to make them more useful to parents and children.

D. FAMILY ROOM SUPPERS

Once a month, families of each Family Room group meet at the center for an evening supper with the staff for the Family Room in which their children are enrolled. This provides an opportunity for back-and-forth conversation about the children and their needs. In addition, each supper includes program with specialists, movies, or audio tapes serving as resources to involve parents in some aspect of child development or family management.

E. NEIGHBORHOOD PARENTS' COUNCIL

Each Family Room parent group elects one parent team to the Neighborhood Center's Parents' Council. This group meets each month with the center director to discuss and recommend ways in which the center and the staff can best meet the needs of the neighborhood and to plan special events.

F. COMMUNITY PARENTS' COUNCIL

Each Neighborhood Parents' Council elects two representatives to a Community Parents' Council. The parent representatives must make up at least 60 per cent of the representation on the Community Parents' Council. This group meets periodically with the Director of Community Educational Day-Care and the Director of Community Relations to review the program and to make recommendations on ways in which the system can serve the community most effectively.

XI. FAMILY HOME EDUCATIONAL DAY-CARE

Another important way of providing child care is to have a mother care for neighborhood children in her home. Each of the Educational Day-Care Family Homes, enrolling from four to six children, is under the supervision of a Manager of Family Home Educational Day-Care.

1. Training in all aspects of Educational Day-Care is provided to the mother in charge of each Family Home.
2. Materials are provided on a weekly basis to assist the mothers and the children. These include Parent-Child Take-Home Materials and Parent Suggestions that help involve parents in their child's development. The Family Home mother is trained in techniques for involving the children in the use of the materials.
3. Mothers in charge of Family Home units keep records on the development and progress of each child, providing a means to monitor, evaluate, and improve the system.
4. Learning staff members from the nearest Neighborhood Center visit each Family Home for several hours each week to demonstrate activities and materials to the mothers and the children.
5. The Manager of Family Home Educational Day-Care and learning staff members meet regularly with the mothers in charge of Family Homes to help provide guidance and to solve specific problems.
6. Parents and children involved in the Family Home Educational Day-Care program are encouraged to come to a Neighborhood Educational Day-Care Center when convenient for deeper involvement in the child-development programs.
7. Family Suppers for groups for Family Home Educational Day-Care units are held periodically in the nearest Neighborhood Center.

XII. IN-HOME EDUCATIONAL DAY-CARE

The Educational Day-Care program also provides services for families who do not have children enrolled in any of the other formal programs. These services are carried out by In-Home learning staff members on a ratio of one staff member to every nine families.

1. An In-Home learning staff member meets with the child and parents at home at least once each week on a regular schedule.

2. The child is given a Parent-Child Take-Home Learning Material each week with which to develop his abilities. Games to play with the material are demonstrated both to the child and the parent. The parent is helped to understand the skills to be reinforced.

3. The staff member keeps records of the child's demonstrated abilities in order to monitor, evaluate, and improve the individual child's development and the program itself.

4. The family is provided with Parent Suggestions and Family Service guidance in all aspect of Educational Day-Care.

XIII. HEALTH AND NUTRITION SERVICES

Health and nutrition services are managed by Director of Health Services.

A. HEALTH

1. Each child admitted to the program is required to have a physical examination.
2. Each Neighborhood Educational Day-Care Center is equipped with an examination and isolation room where children suspected of contagious diseases or who experience sudden illness may be cared for temporarily.
3. Each center is staffed with a registered nurse and is equipped with an examination room.
4. Health records, kept on each child, are transferred to the school in which the child subsequently enrolls.
5. Treatment is obtained for children and families from local health services in such areas as speech and hearing defects, and to meet other physical or mental needs.
6. Children and parents in the program learn basic concepts of health and personal hygiene.

B. NUTRITION

The object of the food program for the centers is to provide meals and snacks that are both healthful and enjoyable.

1. Meals are planned by the Manager of Food Services with the aid of nutrition consultants.
2. Meals are catered to the Educational Day-Care Centers to facilitate quality control.
3. Hot breakfasts and lunches are served to children in Family Rooms.
4. Snacks are provided in mid-morning and mid-afternoon.
5. Evening dinners are provided for children staying in evening Educational Day-Care and for families participating in monthly Family Suppers.
6. Some cooking facilities are included in Family Rooms for the educational value involved in occasional food preparation by the children.
7. Family, neighborhood, and community eating habits and food tastes are taken into account in meal planning.

XIV. STAFFING AND STAFF DEVELOPMENT

Key to the success of the Educational Day-Care Systems is the recruitment and development of staff drawn from the neighborhoods immediately served by the programs. Many of those employed on the staff are high school dropouts, persons who have never worked before regularly, or whose work experience has been confined to low-level jobs with little chance for advancement. Many members of the staff are neighborhood mothers who have been trapped in their homes caring for their own children, but who now are given the opportunity to place their own children in the program and at the same time begin a rewarding career of their own. Others are neighborhood fathers who previously have only been able to find work as busboys or as day laborers, but who now, through pre-service and in-service training, can find a long-term career in child development family service that is not only rewarding to themselves but also of great value to their community.

Within the staff a strong effort is made to prevent status stratification between "professionals" and "paraprofessionals." For the most part, differentiation of titles for staff members signifies experience and training within the program itself rather than differentiation of function or previous educational background. Each member of the staff in a center is assigned similar responsibilities and tasks, regardless of educational background. Over the long term, a high school dropout is given as equal an opportunity to rise to the top of the career ladder within the system as is the professional who holds graduate degrees.

In the start-up phase, highly qualified professionals are employed in supervisory, administrative, and training positions that demand professional education and experience. But, in the long term, these positions, too, will be filled by staff members who have risen through the career ladder. A Director of Personnel, assisted by a resident of the community, is responsible for staff recruitment, and a Director of Staff Development and Training is responsible for staff training.

A. PRE-SCREENING OF APPLICANTS

Applicants for staff positions are screened to determine their empathy with children and their ability to work with children, parents, and other staff members. As part of the screening process, each applicant is given a specific, open-ended adult-child learning task drawn from the system's child learning program, and is asked to carry out the learning task while being observed by members of the personnel staff. The applicant's effectiveness in carrying out the task with the child is of decisive importance in determining whether the applicant is employed.

B. PRE-SERVICE TRAINING

All new employees are placed in an intensive three-week pre-service training program working with children with the assistance of qualified staff members to familiarize them with all aspects of the Educational Day-Care programs. During the pre-service training, the new staff members are given the opportunity to demonstrate fully their abilities to work with children, parents, and other staff members. Those who succeed are presented with a certificate of achievement and placed in staff positions within the program. Those who fail are screened out of the program.

C. PROBATIONARY EMPLOYMENT AND IN-SERVICE TRAINING

New employees who successfully complete the pre-service training program are employed for a probationary period of six months, during which they take part in an in-service training program and are continuously evaluated by supervisory personnel. If they successfully meet goals established during their probationary employment, they become members of the permanent staff. All members of the staff continue to participate in in-service training as long as they are employees.

D. TRAINING COMPONENTS

Because the attitudes of staff members to children, parents, and other staff members are critical to the success of the system, the pre-service and in-service training programs place great emphasis on attitudinal values as well as factual understanding of the methods and procedures of the program. The capacity of staff members to be resourceful, flexible, and supportive is vital both to the development of children and to the involvement of parents. The programs free both adults and children to interact as individuals and give the staff many opportunities to make important decisions. The pre-service and in-service training programs make use of the following components.

1. Role-Playing Sessions. Trainees play adult and child roles in simulated situations that lead them to a better understanding of Educational Day-Care policies and procedures. After every role-playing session, a group discussion is held to relate the activities to their success in achieving desired results.

2. Child-Adult Sessions. Trainees carry out program procedures with children under the guidance of training staff. At the conclusion of each child-adult session, participants, trainee-observers, and training staff members discuss situations and actions that occurred, relating them to desired results.

3. Instant-Playback Videotapes. Training staff uses the TV-Studio-on-Wheels to record portions of role-playing and child-adult sessions, so that through instant-playback trainees have the opportunity to see themselves in action and gain better self-understanding of the effects of their actions.

4. Training Films and Videotapes. The training programs make extensive use of child-care films, child-development films, and other training films and videotapes—many of which have been especially produced to explain in audiovisual form various aspects of the program. After the showing of each film or videotape, group discussions are guided by training staff members to relate the contents of the film or videotape to the Educational Day-Care programs.

5. Audiotapes on Child Development. An extensive library of audiotapes has been specially produced to explain specific details of child development and how to meet specific child development problems. These tapes are used both within the staff training programs and in the parent education and parent involvement programs.

E. CAREER LADDER

To provide encouragement for staff members to find rewarding lifetime careers in the profession of child care and child development, Educational Day-Care Systems establish a career ladder with seventeen levels that can be spanned by an employee in less than a dozen years. A previously untrained high school dropout who demonstrates empathy with children, parents, and other staff members and an ability to work within the procedures of the programs can, with the aid of the staff-development and training programs, rise to a position as a senior center director at a salary of $14,500 or more. Others with more education and experience can enter the career ladder at various levels other than trainee (such levels are marked by an asterisk in the table that follows). In implementation of the system, wage and salary scales in the following career ladder are adjusted to reflect local wage and salary patterns in the communities served.

*1. Trainee:

Wages: $1.65/hour (annual rate of $3,432)

Educational requirements:	none, other than to demonstrate the ability to read and implement printed materials used within the program
Personal requirements:	demonstrated empathy and enjoyment of children and the ability to work in harmony with parents and other staff members
Job performance requirements:	successful participation in and completion of the three-week pre-service training program, or a three-month in-service training program, prior to upgrading to certified trainee

2. Certified Trainee:

Wages: $1.75/hour (annual rate of $3,640)

Educational requirements:	certification as a certified trainee upon successful completion of three-week pre-service training program or three-month in-service training program
Personal requirements:	Same as trainee
Job performance requirements:	successfully fulfill assigned tasks in operation of Educational Day-Care program

*3. Assistant Family Group Aide:

Wages: $1.85/hour (annual rate of $3,848)

Educational requirements: successful completion of three months of service as a certified trainee and a certificate of achievement upon completion of three months of in-service training as a certified trainee

Alternate educational requirements: a person may be employed directly as an assistant family group aide if he or she is a high school graduate or has one or more years of experience as a care-giver in a day-care center or its equivalent, and successfully completes the three-week pre-service training program

Personal requirements: Same as trainee

Job performance requirements: successfully fulfill tasks assigned in operation of programs:

1) Provide care and learning opportunities to assigned children in Family Room group.
2) Carry out Educational Day-Care programs with children in assigned learning groups
3) Keep other staff informed of special needs of individual children
4) Observe and record skills of children
5) Submit required reports fully and on time
6) Maintain effective relationships with assigned parents, implementing

the Family Service and Parent Involvement programs

7) Provide support as needed for the health, welfare, and socialization of assigned children
8) Maintain cleanliness, sanitation, and neatness of assigned areas of center
9) Carry out other tasks assigned
10) Participate in in-service training program

4. Associate Family Group Aide:

Wages: $1.95/hour (annual rate of $4,056)

Educational requirements: successful completion of three months of service as an assistant family group aide and a certificate of achievement upon completion of three months of in-service training as an assistant family group aide.

Personal requirements: same as trainee

Job performance requirements: same as assistant family group aide

5. Certified Family Group Aide:

Wages: $2.10/hour (annual rate of $4,368)

Educational requirements: successful completion of three months of service as an associate family group aide and a certificate of achievement upon completion of three months of in-service training as an associate family group aide

Personal requirements: same as trainee

Job performance requirements: same as assistant family group aide

6. Senior Family Group Aide:

Wages: $2.30/hour (annual rate of $4,784)

Educational requirements: successful completion of six months of service as a certified family group aide and a certificate of achievement upon completion of six months of in-service training as a certified family group aide

Personal requirements: same as trainee

Job performance requirements: same as assistant family group aide

7. Assistant Learning Evaluator:

Salary: $5,200/year (hourly rate of $2.50)

Educational requirements: successful completion of six months of service as a senior family group aide and a certificate of achievement upon completion of six months of in-service training as a senior family group aide

Alternate educational requirements: a person may be employed directly as an assistant learning evaluator if he or she has at least two years of college, one or more years experience as a caregiver in a day-care center or its equivalent, and successfully completes the three-week pre-service training program

Personal requirements: same as trainee

Job performance requirements: demonstrate leadership in performance of tasks outlined under assistant family group aide

8. Associate Learning Evaluator:

Salary: $5,616/year (hourly rate of $2.70)

Educational requirements: successful completion of six months of service as an assistant learning evaluator and a certificate of achievement upon completion of six months of in-service training as an assistant learning evaluator

Personal requirements: same as trainee

Job performance requirements: same as assistant learning evaluator

9. Certified Learning Evaluator:

Salary: $6, 032/year (hourly rate of $2.90)

Educational requirements: successful completion of one year of service as an associate learning evaluator and a certificate of achievement upon completion of one year of in-service training as an associate learning evaluator

Personal requirements: same as trainee

Job performance requirements: same as assistant learning evaluator

10. Senior Learning Evaluator:

Salary: $6,656/year (hourly rate of $3.20)

Educational requirements: successful completion of one year of service as a certified learning evaluator and a certificate of achievement upon completion of one year of in-service training as a certified learning evaluator

Personal requirements: same as trainee

Job performance requirements: same as assistant learning evaluator

*11. Assistant Learning Advisor:

Salary: $7,488/year (hourly rate of $3.60)

Educational requirements: successful completion of one year of service as a senior learning evaluator and a certificate of achievement upon completion of one year of in-service training as a senior learning evaluator

Alternate educational requirement: a person may be employed directly as an assistant learning advisor if he or she has received a degree from a four-year college or university and has two or more years of experience as a care-giver or teacher in a day-care or pre-school program or the equivalent, and successfully completes the three-week pre-service training program

Personal requirements: same as trainee

Job performance requirements: demonstrate ability to provide leadership to aides and evaluators in carrying out the Educational Day-Care programs, and otherwise fulfill the duties listed for assistant learning evaluator

12. Associate Learning Advisor:

Salary: $8,320/year (hourly rate of $4.00)

Educational requirements: successful completion of one year of service as an assistant learning advisor and a certificate of achievement upon completion of one year of in-service training as an assistant learning advisor

Personal requirements: same as trainee

Job performance requirements: demonstrate ability to be in charge of programs at center in absence of senior learning advisor or center director, as well as successfully fulfill requirements listed for assistant learning evaluator

13. Certified Learning Advisor:

Salary: $9,360/year (hourly rate of $4.50)

Educational requirements: successful completion of one year of service as an associate learning advisor and a certificate of achievement upon completion of one year of in-service training as an associate learning advisor

Personal requirements: same as trainee

Job performance requirements: same as associate learning advisor

14. Senior Learning Advisor:

Salary: $10,608/year (hourly rate of $5.10)

Educational requirements: successful completion of one year of service as a certified learning advisor and a certificate of achievement upon completion of one year of in-service training as a certified learning advisor

Personal requirements: same as trainee

Job performance requirements: same as associate learning advisor

*15. Associate Center Director:

Salary: $11, 856/year

Educational requirements: successful completion of one year of service as a senior

	learning advisor and a certificate of achievement upon completion of one year of in-service training as a senior learning advisor
Personal requirements:	must have strong leadership qualities as well as demonstrated abilities to work with children and adults. High degree of integrity and community participation. Must have capacity to grow and adapt to policies and procedures of Educational Day-Care Systems
Alternate educational and experience requirements:	a person may be employed directly as an associate center director if he or she has been awarded a degree (advanced preferred) in child development or social work and has had two or more years experience directing a child-care or preschool center or its equivalent, and successfully completes the three-week pre-service training program
Job performance requirements:	demonstrate ability to be in charge of a center, carrying out all policies and procedures of the Educational Day-Care program

16. Certified Center Director:

Salary: $13,312

Educational requirements:	successful completion of one year of service as an associate center director and award of a certificate as a certified center director
Personal requirements:	same as for associate center director

Job performance requirements:	same as for associate center director

17. Senior Center Director:

Salary: $14,560

Educational requirements:	successful completion of one year of service as a certified center director and award of a certificate as a senior center director
Personal requirements:	same as for associate center director
Job performance requirements:	same as for associate center director

F. STAFF NEEDS FOR A NEIGHBORHOOD CENTER

To ensure individual attention to the needs of children and families, low ratios of staff to children are required. The ratios used in planning these staff needs are those recommended by Dr. Bettye M. Caldwell, now a University of Arkansas professor, from her experience in directing a model Children's Center at Syracuse, N.Y. To maintain these ratios for full service 11 to 12 hours a day for five days a week and in addition provide limited service on evenings and weekends, many positions in the Neighborhood Center would have to be covered in shifts by more than one person. For example, to care for the 16 infants in Level A at a ratio of one staff member for every four infants at a typical Pennsylvania center calls for a total of 220 hours of staff time from Monday through Friday, and 20 hours of additional time for in-service training and evenings and weekends. This adds up to 240 hours of staff time, or six persons working 40 hours a week. The following table spells out these staff needs for a center in the Pennsylvania program:

				Allocation of Staff Hours		
Level	Maximum No. of Children At one time	Staff Child Ratio	No. of Staff	Mon.-Fri.	Evenings & Weekends	Total Hours /week
A. 0 to walking	16	1:4	6	220 hrs.	20 hrs.	240 hrs.
B. walking to 2-1/2	30	1:5	9	330 hrs.	30 hrs.	360 hrs.
C. 2-1/2 to 4	60	1:6	15	550 hrs.	50 hrs.	600 hrs.
D. 4 to 5	60	1:6	15	550 hrs.	50 hrs.	600 hrs.
E. 5 to 12	30	1:10	3	45 hrs.	75 hrs.	120 hrs.
TOTAL (staff directly involved in caring for and educating children)			48			

In addition to the 48 staff members directly concerned with caring for and educating the children, other personnel needed in a Neighborhood Center include a director, a nurse, six additional learning staff members to provide staff time for family service, community involvement, and other programs, a receptionist, a secretary, a clerk-typist, four security personnel, and a maintenance man. Thus the number of persons needed for a Neighborhood Center is 64.

G. STAFF NEEDS FOR THE UEC – EDUCATIONAL DAY-CARE SYSTEMS MODULE:

Administrative, supervisory, and service personnel to serve the needs of the entire Educational Day-Care system are based in the Community Educational Day-Care Center. In addition, this center also serves the same child and the family needs in its neighborhood as does a Neighborhood Center. Following is a table of overall staff requirements for the entire model Educational Day-Care system serving about 2,000 children and their families in Pennsylvania:

1	Executive Director
1	Deputy Director
1	Director of Health Services
1	Director of Child Development Programs
1	Director of Personnel
1	Manager of Family Home Educational Day-Care
15	Learning staff members assigned to Family Home and In-Home Educational Day-Care
20	Family Home Trainee Mothers
1	Director of Family Service
1	Manager of Volunteer Services
1	Manager of Food Services
7	Center Nurses
1	Director of Staff Development and Training
2	Training Specialists
1	Business Manager
1	Personnel Specialist
1	Manager of Technical Services
3	Technical Services Specialists
7	Directors of Neighborhood Centers
378	Child-caregivers and learning staff members for the 7 centers
31	Office and clerical personnel
28	Security Personnel
7	Maintenance men
5	Warehouse and shipping personnel
516	TOTAL PERSONNEL

XV. VOLUNTEER SERVICES

An essential part of the Educational Day-Care program is the encouragement of volunteers to assist in the program. Volunteer service helps enlarge the cooperative effort of the community in the program, increase family involvement, and provide greater opportunity for one-to-one attention to the needs of each child.

A Manager of Volunteer Services at the Community Educational Day-Care Center provides liaison with volunteer community groups and with independent volunteers to encourage their services. He is responsible for placement and scheduling of volunteers both in training and in work roles.

1. Volunteers who give substantial time are provided with training in various aspects of the Educational Day-Care system to fit their interests and special abilities. They are then assigned to roles in which their assistance will be useful to families and children as well as satisfying to themselves.
2. Volunteers who give limited time to the program can help in such activities as reading stories, playing games, and playing musical instruments; accompanying children on such field trips as nature walks or museum visits; helping serve meals; operating audio-visual or office equipment; and widening the horizon of the children through more contacts with persons from a variety of occupations and backgrounds.
3. To increase family involvement in the program, parents, siblings, and other relatives of children in Educational Day-Care are encouraged to volunteer in working at the centers.

4. Teen-agers from junior high schools and high schools are encouraged to participate as after-school volunteers, particularly in play-and-learn activities with the children.

5. Elderly persons in the community are encouraged to help in the program, serving the roles of grandfathers and grandmothers with the children.

6. Specialists and authorities in various fields, such as musicians, firemen, postmen and others, are urged to make visits to the centers to give children an understanding of community helpers and special vocations.

XVI. PLANNING, START-UP AND EVALUATION

To accomplish the goals of the Educational Day-Care system, extensive planning must be carried out before and during the start-up phase.

This planning and development is accomplished by national staff members of UEC – Educational Day-Care Systems working in conjunction with consultants. Some of the important phases of planning and start-up are:

A. SURVEY OF COMMUNITY NEEDS

A survey of the community is conducted by trained interviewers to determine the most desirable policies and procedures to fit the system to a community's wants and needs.

B. SITE SELECTION

A site-selection team, if necessary, seeks locations within the community to meet design criteria for the Educational Day-Care centers and make the necessary arrangements for leasing or purchase.

C. ARCHITECTURAL DESIGN

Architects are employed to prepare plans for renovation and/or construction to convert the sites to physical facilities meeting the design criteria and using prefabricated modules to speed construction.

D. SUPERVISION OF RENOVATION AND/OR CONSTRUCTION

Trained personnel contract for and supervise the necessary renovation and/or construction.

E. TEMPORARY OFFICES

During the start-up phase temporary offices are rented in or near the community to provide a base of operations for planning and staff recruitment prior to completion or renovation and/or construction of the permanent physical facilities.

F. MANAGEMENT SYSTEMS

Management systems are designed for all facets of Educational Day-Care including enrollment procedures, personnel policies, purchasing, budget controls, monitoring staff, and so on.

G. OPERATING MANUALS

Operating manuals, containing policies and procedures, are prepared for each of the programs.

H. TRAINING MATERIALS

Training manuals and audiovisual training materials are prepared to facilitate the training and development of paraprofessionals to be employed in most staff positions.

I. CURRICULUM MATERIALS

Curriculum materials with performance objectives for use by the staff on a daily basis in guiding children in learning activities are prepared for each of the age and ability levels of the children in the Educational Day-Care programs.

J. PARENT-CHILD INVOLVEMENT MATERIALS

Parent-Child Involvement materials are prepared at the various child age and ability levels to deepen family involvement in child development.

K. EQUIPMENT AND MATERIALS

Equipment and materials for use in all facets of the system are evaluated and purchased.

L. STAFF RECRUITMENT AND DEVELOPMENT

Well before completion of renovation and/or construction of the physical facilities, staff recruitment and training is undertaken.

M. EVALUATION

The Educational Day-Care research staff collects, analyzes and interprets data, beforehand and afterward, in assessing the degree to which the system is attaining its stated goals and to assist in the continued improvement of materials and procedures used.

1. Goals for the Child. Among the goals for the child that evaluation assesses are:

   a. Development of the Child as a Social, Emotional, and Creative Human Being:

      1) Enjoyment:

         Do children enjoy their involvement in the Educational Day-Care system? Are they learning to enjoy learning?

      2) Self-Confidence and Initiative:

         Are the children learning to have greater self-confidence in themselves and in their own ability to initiate productive and enjoyable activities? Can they stick to a task to carry it to completion?

      3) Self-Discipline:

         Do the children understand the necessity of rules and directions? Are they able to take part in rule-making processes? Do they follow directions and rules when they understand the necessity of doing so?

      4) Social Relationships:

         Are the children learning to get along well with children and adults of all ages? Do they participate in give-and-take situations, respecting the rights of others while defending their own rights? Do they learn to cooperate with others in work and play?

      5) Emotional Status:

         Do the children form healthy emotional attachments to others? Do they exhibit self-control over their emotions in situations that call for self-control?

      6) Creativity:

         Do the children learn to utilize and respect their own creativity in work and play?

b. Development of the Child as an Intellectual Being:

   1) Conceptual and Perceptual Skills:

      Are the children developing those cognitive concepts and perceptual skills that will aid them in attaining success in school and in later life?

   2) Reasoning Skills:

      Do the children learn to use reasoning in solving problems? Are they learning to use good judgment in making decisions?

   3) Inquiry Skills:

      Are the children learning how to seek out information that they need in order to solve problems?

   4) Language Development:

      Are the children achieving growth in their use of language skills? Are they developing larger listening and speaking vocabularies?

2. Goals for the Family. Among the goals for the family that evaluation assesses are:

   a. Satisfaction of Expectations in Regard to Educational Day-Care:

      What do families expect from the Educational Day-Care Systems? Does the Educational Day-Care program fulfill these expectations?

   b. Family Ties:

      Does the Educational Day-Care program strengthen family ties among the child and other members of the family?

   c. Parental Understanding of Child Development:

      Do the parents learn to play a more effective role in child development? Do they gain a better understanding of observing and meeting the developmental needs of their own children?

   d. Parent-Child Involvement:

      Do the parents become more involved in working and playing with their own children?

e. Family Involvement in the Neighborhood and Community:

Do families become more involved in participating in neighborhood and community activities?

f. Family Problems:

Does Educational Day-Care assist in meeting individual family problems, providing helpful guidance when needed?

3. Goals for the Staff. Among the goals for the staff that evaluation assesses are:

a. Career Opportunities:

Do members of the staff regard their work in Educational Day-Care as a new and improved career opportunity? Do they have pride in their work?

b. Improved Concepts and Skills in Child Development:

Do members of the staff learn improved methods of assisting children in developing and learning? Do staff members become sensitive to recognizing the individual needs of children? Do they meet these individual needs? Do they learn greater understanding and respect for children and parents?

c. Interaction with Parents:

Do the staff members learn to interact well with parents and provide them with the greatest possible service?

d. Interaction with the Community:

Do staff members participate in community affairs to help meet local needs?

e. Motivation:

Are staff members motivated to assist children, parents, each other, and the community?

f. Affective Child Care:

Do staff members care for children with warmth and love while meeting child's needs?

XVII. QUALIFICATIONS OF THE EDUCATIONAL DAY-CARE DIVISION OF UEC INC.

The Educational Day-Care Division, UEC INC., includes a large, experienced professional staff aided by highly-respected consultants in the field of early-childhood development and community relations. Because UEC INC. is a private company, it can quickly focus new knowledge on a problem and rapidly assemble expert assistance to meet special community needs. Especially in the critical field of early-childhood education, UEC INC. is providing learning environments and systems that are based upon research, experience, expert testimony, and knowledge of currently available materials and technological equipment, and the ability to relate the program to the needs of the communities whose children they serve.

KEY PERSONNEL of the Educational Day-Care Division include:

Richard T. Ney, President.

Mr. Ney conceived and founded the Educational Day-Care Division. He has had many years of experience as an executive in educational enterprises, involving extensive discussions of child-development programs with local community leaders representing Blacks, Indians, Alaskan natives, Puerto Ricans, and Polynesian groups across the United States. He has served as expert witness before Congressional committees studying early-childhood education and day care. Mr. Ney formerly had a series of executive positions at Crowell Collier and Macmillan, Inc., in the last of which he was marketing consultant to the Chairman of the Board. He was responsible for obtaining and managing the largest contract for language instruction awarded by the Department of Defense. Under this contract, he identified the need for, designed and established the largest language school in the world, in Arlington, Va., with a staff of 161 native-born instructors and facilities to instruct 1,200 students daily in 56 languages and dialects. At

Crowell Collier, he also served as Managing Director of the Reading Skills Division, which he founded and developed. Previously, Mr. Ney was Assistant Publisher of McCall's Magazine, and Vice President of Administration and member of the Executive Committee of This Week Magazine. Mr. Ney attended the Wharton School of the University of Pennsylvania.

David C. Whitney, Senior Vice President.

Mr. Whitney designed and developed the UEC – Educational Day-Care Systems and the Discovery Program. He formerly was President of Cowles Education Corporation, which he developed, organized, and managed. He previously was Vice President and Editor-in-Chief of Encyclopedia Americana, and before that, Vice President and Editorial Director of the World Book Encyclopedia. Mr. Whitney is the author or more than twenty books, including The American Presidents, Founders of Freedom (two volumes), and Two Dynamic Decades. He also is the inventor of the Cyclo-teacher teaching machine, the most widely used teaching machine in the United States. A Benjamin Franklin Fellow of the Royal Society of Arts, Mr. Whitney is also a member of the Association for Supervision and Curriculum Development and many other educational associations. From 1961 to 1964 Mr. Whitney was Mayor of Deerfield, Illinois, and from 1956 to 1961 was President of the Deerfield Board of Education. He is a graduate of the University of Kansas.

William G. Phillips, Vice President.

Mr. Phillips has had extensive experience at the Federal level in Washington, D.C., including positions as assistant director of the Office of Economic Opportunity in charge of Congressional relations, and deputy chairman of the Democratic National Committee, both during the Johnson Administration. In the House of Representatives Mr. Phillips provided staff assistance on such important legislation as the Elementary and Secondary Educational Act of 1965, the Manpower Development and Training Act, the Civil Rights and Voting Act, and amendments to the Public Health Service Act. From 1955 to 1960 he served as Administrative Assistant to former Congressman George M. Rhodes of Reading, Pa. He was the first staff director of the Democratic Study Group. From July 1969 until joining UEC he was staff director of the Special Labor Subcommittee of the House Education and Labor Committee. Mr. Phillips holds bachelor's and master's degrees from American University. He is the author of two books—Operation: Congress and Yarborough of Texas—as well as numerous articles on public affairs, including a description of educational programs in OEO community action agencies for the Encyclopedia of Education.

Ronald K. Parker, Vice President, Research and Evaluation.

Dr. Parker, who headed a Federal Government workshop in 1970 that established principles and guidelines for quality child care, most recently was director of the Harlem Research Center of The City University of New York. Its activities include a parent-child training program, preschool programs, and the development of a model child-care center. As director of the Child Development/Day Care Resources Project for the Office of Child Development, Department of Health, Education and Welfare, Dr. Parker spearheaded a national task force of 80 professional consultants. The project's workshop prepared three handbooks, defining, step-by-step, how to operate a day-care program for infants, preschoolers, and school-age children, as well as a training handbook for teachers. Dr. Parker, who also has been a faculty member at Florida State University and the Graduate Center of The City University, is the author or editor of seven books and 34 professional articles and papers on child development and education. He received his B.A. degree from Southern Methodist University and his M.A. and Ph.D. degrees from Vanderbilt University. Dr. Parker is a member of the American Psychological Association, the International Congress of Psychology, the American Educational Research Association, and the Society for Research in Child Development.

Sidney Nelson, Vice President, Public Affairs.

Dr. Nelson joined UEC in 1969 after extensive experience in youth and social-welfare work and college teaching. From 1965 to 1969 he had been associate executive vice president of B'nai B'rith, the international Jewish service organization based in Washington, D.C. In the previous decade he had directed educational and social-reconstruction programs for the American Joint Distribution Committee in Tunisia, France, and South America. Between 1943 and 1955 he was executive director of the Jewish Community Center in New Haven, Connecticut; the Young Men's and Young Women's Hebrew Associations of Buffalo, New York, and Passaic, New Jersey; Youth United for Better Citizens of Tomorrow, Brooklyn, New York; and United World Federalists for New York State. Dr. Nelson has taught courses in sociology and education at Brooklyn, Hunter, and New Haven Teachers Colleges, the New York University School of Education, and the Universities of Sao Paulo and Tunis. He received a bachelor's degree from the New School for Social Research, a master's degree from the N.Y.U. School of Education, and a Docteur en Sciences Pedagogiques from the Universite Libre de Bruxelles.

Donald E. McManners, Vice President, Employee Relations.

Mr. McManners has more than ten years experience as an executive in personnel, recruiting, training, and management. Before joining UEC, he was Director of Industrial Relations for Garan, Inc., a New York Textile concern with eleven manufacturing facilities. Mr. McManners served as Personnel Director and Training Director of Eutectic Alloys Corporation of New York and earlier was Director of Training for Continental Casualty Company of Chicago. He holds a B.S. degree from the University of Wisconsin and did post-graduate work in Industrial Relations at the University of Chicago.

Francis L. Warren, Executive Director of UEC – Educational Day-Care Systems for the Commonwealth of Pennsylvania.

Mr. Warren most recently served as Executive Director of United Christian Services in Chicago, where he administered a program encompassing five Head Start Centers and nine comprehensive day-care and family-community service settlement houses and centers. He previously was Executive Director of the Economic Development Committee for the area of Washington, D.C. He also was Special Assistant to the National Deputy Director of Community Action Programs in the Office of Economic Opportunity, and he has held management positions with the Department of Commerce in Washington, the United Community Corporation, and the Urban League in Newark, and teaching and counseling positions with New Jersey Rehabilitation Commission and Goodwill Industries. He holds a B.A. degree in sociology from Howard University, two masters degrees from Columbia University in rehabilitation and vocational counseling, and an M.A. in urban affairs from Southern Illinois University.

David G. Hill, Director of Intragovernmental Relations.

Mr. Hill joined UEC INC. in 1970 after two years in the administration of Mayor Carl Stokes of Cleveland, as executive director of the Mayor's Committee on Community Resources and director of the Department of Human Resources and Economic Development. He previously had served three years as executive director of the Mayor's Committee on Human Resources, Pittsburgh's Community Action Program. He also was coordinator of field studies conducted by the United States Senate Subcommittee for Labor, Education and Anti-Poverty. A graduate of the Ohio State University College of Law, Mr. Hill was assistant to the United States Attorney for the Western District of Pennsylvania from 1961 to 1963 and Chief of Civil Litigations Division for the next two years. Besides maintaining a private law practice, Mr. Hill also was a social caseworker for the Pennsylvania Department of Public Welfare after being graduated from the University of Pittsburgh in 1955. He is president of the Board of Directors of the Leadership Institute for

Community Development, chairman of the Board of Directors of the Center for Governmental Studies (both in Washington), and Secretary of the Cleveland Metropolitan Jobs Council.

Francine Klagsbrun, Creative Director.

Mrs. Klagsbrun formerly was Executive Editor of Cowles Education Corporation, where she organized and supervised the editorial and art departments. Previously she had been Executive Editor of Encyclopedia Americana and Senior Editor of the World Book Encyclopedia. Mrs. Klagsbrun is the author of more than a dozen books, including The Abolitionists, Sigmund Freud, Story of Moses, and Psychiatry—Guide for Young People. She is a member of Phi Beta Kappa, a graduate of Brooklyn College, received a bachelor of Hebrew literature degree from the Jewish Theological Seminary of America, and a master's degree in art history from the Institute of Fine Arts of New York University. She is listed in Who's Who of American Women, Contemporary Authors, and Dictionary of International Biography.

Joseph M. Michalak, Director of Planning Services.

Mr. Michalak was previously editor of Education News, national biweekly magazine published by Cowles Communications, Inc., and associate education editor of the New York Herald Tribune. He also has held positions as assistant to the Chancellor of the City University of New York, Director of Public Affairs for the Education Development Center of Newton, Mass., and as an editor for The New York Times. He has written widely on many educational issues for these publications and others, including The Times Book Review and New York Magazine. Mr. Michalak, a graduate of Syracuse University, received an M.A. in guidance and student personnel administration from Teachers College, Columbia University, and did additional graduate work in American Civilization at New York University.

Lewis H. Howard, Director of Training.

Before joining UEC, Mr. Howard was director of the Harlem Domestic Peace Corps. A member of the teaching staff at Bard and Marist Colleges, he also is active in counseling and psychotherapy. He received bachelor's and master's degrees in psychology from New York University. Mr. Howard is chairman of the Manhattan Forum, a Harlem organization concerned with developing interracial brotherhood, and the Central Harlem College Advisory Committee. He serves as a director of the Wiltwyck School for Boys, the Harlem Hospital Alcoholic Clinic, and the National Association of Black Psychologists.

Marjorie A. Costa, Director of Community Relations.

Miss Costa is a member of the advisory board of the New York City Department of Mental Health and Mental Retardation Services. A fellow of the Society of Public Health Educators, she is an instructor in public health practice and a consultant for the program of continuation education at the Columbia University School of Public Health and Administrative Medicine and an Instructor in Health Services in Elementary schools in the Graduate Division at Brooklyn College. Miss Costa has served as a public health educator, concerning herself with maternity, infant care, family-planning projects and other problems for the New York City Department of Health. She is Chairman of the Board of the Bedford Mental Health Clinic and the Neighborhood Health Center of the Provident Clinical Society of Brooklyn and Secretary of the Board of the Brooklyn Psychiatric Centers. She was graduated from Long Island University and received a Master of Public Health degree from Columbia.

Ruth Benjamin Brooks, Director of Family Service.

Mrs. Brooks formerly was consultant to the New York State Joint Legislative Committee on Child Care Needs and to the Joint Legislative Committee on Protection of Children and Youth and Drug Abuse and is currently Administrative Assistant to the Chairman of the New York State Temporary Commission to Evaluate the Drug Laws. Mrs. Brooks has also been Field Instructor to students at the New York University School of Social Work. A graduate of Smith College, Mrs. Brooks received a master's degree from the Columbia University School of Social Work. She is chairman of the sub-committee on Detention and Placement of Children of the Departmental Committees for Court Administration of the First and Second Judicial Departments of the Appellate Division of New York State Supreme Court and Chairman of the Day Care Committee of Community Planning Board #8, of Brooklyn.

Karen Miller, Director of Instructional Materials.

Miss Miller joined UEC INC. after having served as systems editor for the Individually Prescribed Instruction Reading Program at the McGraw Hill Book Company. She previously had been educational consultant and product development manager for Appleton Century Crofts, where she supervised writers of programmed information materials for preschool children. From 1965 to 1967, she was research associate on a study of aphasis rehabilitation at the University of Pittsburgh, where she completed course work for a master's degree in communications research. A 1963 graduate of Emerson College, she was a research associate there in a project concerned with language disorders in adults and at Harvard University in a project dealing with behavioral analysis and teaching-machine technology.

Helen A. Callan, Director of Learning Materials Evaluation.

Miss Callan was for three years educational consultant and buyer at the F.A.O. Schwarz Toy Corporation, where she developed the Educational Department. She also had been a consultant on educational-equipment developments for the Systematic Learning Corporation, the General Learning Corporation, Thomas Saud and Co., and Scholastic Publications. Miss Callan had taught preschool elementary grades in New York public schools in Harlem, East Harlem and Chinatown and in the city system's More Effective Schools program. Miss Callan received a bachelor's degree from Brooklyn College and is doing graduate work in early-childhood education at New York University.

John Cavallo, Art Director.

Mr. Cavallo, who designs all the art work for the Educational Day-Care Division as well as other segments of UEC INC., previously served two years on the design staff of Creative Playthings, Inc. where he developed language-arts materials. He also worked for various printers, art studios, and advertising agencies and did freelance design, illustration, and concept work. He has received three national awards for design of educational packaging from Packaging Design magazine. Two of the awards were for work as Art Director of UEC INC.

Clair Roskam, Audiovisual Producer and Writer.

Mr. Roskam, who has won two Emmy awards for writing and producing educational televisions shows, joined UEC INC. in 1968. For most of the previous 15 years he had been with the Columbia Broadcasting System, including six years as a writer and then a producer of more than 70 shows for Camera Three, weekly public-affairs program, for which he received the Emmys. On a freelance basis, he has also been a writer for such TV shows as The World We Live In, Armstrong Circle Theater, Lamp Unto My Feet, and Look Up and Live, and of educational films for the National Council of Churches and other organizations. Among his Camera Three productions was "A Child's Christmas in Wales," a film with Richard Burton, based on the Dylan Thomas poem and Mr. Burton's recollections of the poet's life in New York. Mr. Roskam received his bachelor's degree in English from Lewis and Clark College in Portland, Ore., and a master's degree in speech and drama from the University of Illinois.

Marvin Terban, Audiovisual Director.

Mr. Terban has been developer of audiovisual educational materials and a teacher since his graduation from Tufts University in 1961. Before joining UEC INC., he was producer of instructional materials for the CBS Learning Center, where he conceived, developed and produced audiovisual materials for schools, homes, and libraries and developed with CBS News the first prototype of a news program for schools. He previously had been utilization coordinator for the School Television Service for Channel 13, the educational-TV station in New York City, and a departmental and production assistant in the Department of Film, Radio and Television at Columbia University, from which he received a Master of Fine Arts degree. From 1963 to 1967, Mr. Terban was a teacher of elementary English and Latin and director of dramatics at the Columbia Grammar School.

Erwin M. Kaplan, Project Coordinator.

Mr. Kaplan has a diversified background in product management, management services, and information-systems management. He has had responsibility for consumer sales and services, personnel, traffic, accounting, payroll, inventory, EDP application, purchasing, shipping, and other materials-management activities. He was assistant to the vice president for the Alpha Metals Corporation from 1963 to 1969; senior systems analyst for the International Telephone and Telegraph Corporation from 1959 to 1963; assistant to the director of installation and service for the Brunswick Corporation from 1956 to 1959; and assistant to the controller of the Oneida Paper Products Corporation in 1955-56. Mr. Kaplan received his B.A. degree from Norwich University, and did graduate work in industrial management at Seton Hall University and in computer programming and business systems at Fairleigh Dickinson University.

EXPERT CONSULTANTS on child development to UEC INC. in the development of the Educational Day-Care Systems include:

Urie Bronfenbrenner, Professor of Psychology, Human Development and Family Studies, Cornell University.

Dr. Bronfenbrenner is an internationally-recognized authority in early education and in comparative early education. He was a member of the Planning Committee for Project Head Start, and is consultant to the Office of the Secretary of Health, Education, and Welfare, and to the U.S. Arms Control and Disarmament Agency. He has taught courses at the University of Michigan and the University of Tel Aviv. Dr. Bronfenbrenner received his Ph.D. from the University of Michigan.

Ira. J. Gordon, Director of the Institute of Development of Human Resources at the University of Florida in Gainesville.

Dr. Gordon is well-known for his research on infant and early-childhood learning. He was professor of education at the University of Florida and then chairman of its Foundations of Education Department. He has also served as a visiting professor at the University of Illinois, Rutgers University, and the University of New Hampshire. He is chairman of the National Society for the Study of Education's Yearbook on Early Learning and a fellow of the Divisions on Educational, Developmental, Personality and Social Psychology of the American Psychological Association. He is a member of the Association for Childhood Educational International, the National Association for Education of Young Children, and the U.S. National Committee for Early Childhood Education. He received his doctoral degree from Teachers College, Columbia University.

UEC INC. NATIONAL ADVISORY BOARD. This board, currently consisting of eight members, provides professional guidance in the formation of policy decisions. The members are:

Wilbur J. Cohen, Dean, School of Education, University of Michigan.

Dr. Cohen was Secretary of the U.S. Department of Health, Education and Welfare in the Johnson Administration. Previously, as Assistant Secretary, and later as Under Secretary, he was closely identified with the legislation for the Elementary and Secondary Education Act of 1965, the Vocational Education Act of 1963, the Higher Education Facilities Act of 1963, and the reorganization of the Office of Education.

Robert Glaser, Director, Learning Research and Development Center, University of Pittsburgh.

Dr. Glaser has pioneered the development of Individually Prescribed Instruction, based on diagnosis and evaluation of the needs of the individual child. He has been on the faculties of the University of Kentucky and the University of Illinois. He received his Ph.D. in psychology from the University of Indiana.

Myrtle McGraw, Chairman of the Department of Developmental Psychology at Briarcliff College, Briarcliff, New York.

Dr. McGraw is the author of several books in the field of developmental psychology, including Growth, A Study of Johnny and Jimmy, The Child in Painting, and Neuromuscular Maturation of the Human Infant. The last volume, though written in 1943, holds even greater significance today in light of recent research in the field. Dr. McGraw has worked with such outstanding authorities as John Dewey, R. S. Woodworth, John B. Watson and Frederick Tilney. She presented a paper on "Results Obtained by Special Exercise of Motor Activity During Infancy" at the International Conference of Sports Medicine held in Moscow in 1958. Dr. McGraw has taught at New York University, Adelphi University and Hunter College. She was formerly Associate Director of Normal Child Development Study at the Columbia-Presbyterian Medical Center. She received her Ph.D. in psychology from Columbia University.

Martin Deutsch, Director, Institute for Developmental Studies, New York University.

Dr. Deutsch has earned a national reputation as a leader in the development and application of effective innovations in preschool programs for disadvantaged children. He has taught early-childhood education, psychology, and psychiatry at several universities and medical schools, including Columbia, the Illinois Institute of Technology, and New York Medical College. He was a consultant to the Ford Foundation Great Cities Program and a member of the White House Conference Task Force on Education. Dr. Deutsch is president of the Society for the Psychological Study of Social Issues, and Professor of Early Childhood Education at New York University's School of Education. He received his Ph.D. in psychology from Columbia University.

Amos N. Johnson, former President of the American Academy of General Practice.

Dr. Johnson is a delegate to the American Medical Association, a director of the American Board of Family Practice, and a trustee of the

Family Health Foundation of America and of the University of North Carolina. He has served as Medical Advisor to numerous regional and national groups, including the Appalachian Regional Commission, the Social and Rehabilitation Services of the U.S. Department of Health, Education and Welfare, and the National Institute of Mental Health. He received his M.D. from the University of Pennsylvania.

Bayard Rustin, Executive Director, A. Philip Randolph Institute.

Mr. Rustin is an internationally known leader in the struggle for human rights and individual liberty. As Special Assistant to Dr. Martin Luther King, Mr. Rustin was founder of the Southern Christian Leadership Conference. He has been instrumental in organizing civil-rights activities in India, West Africa and England.

Theodore Kheel, Partner, Battle, Fowler, Stokes & Kheel.

Mr. Kheel is a nationally-known labor arbitrator, who has served as president of the National Urban League. As a special consultant to the President's Committee on Equal Employment Opportunity, Mr. Kheel pioneered in the implementation of fair-employment practices. He is a director of the Academy for Educational Development and a member of the Board of Trustees of the New York City - Rand Institute.

Norman Cousins, Director, National Educational Television.

During the twenty-five years Mr. Cousins has been editor of the Saturday Review, the monthly special education sections have become a potent force for the dissemination of new ideas, for the identification of problem areas in education, and for the prevention of complacency in the educational community. His editorials have been in the vanguard of the effort to achieve a world-wide comprehensive system for environmental control. Mr. Cousins is president of the World Association of World Federalists and a director of National Educational Television. He has received honorary degrees in humane letters, literature, and law from more than twenty colleges and universities. His many books include Modern Man Is Obsolete, Talks With Nehru and Present Tense.

UEC INC. BOARD OF DIRECTORS includes:

Francis Mechner, President of UEC INC.

In 1960, Dr. Mechner co-founded Basic Systems, Inc., where he pioneered in the applications of educational technology for schools, government, industrial training, management training, medical education, science education, and early education. Basis Systems was acquired by the Xerox Corporation in 1965 as the nucleus of the Xerox Education Division. Dr. Mechner left the Xerox Education Division in 1966, and initiated the group of activities that have since become UEC INC. From 1963 to 1966, Dr. Mechner served as Educational Consultant to UNESCO. He currently is a member of the advisory board of the National Educational Television for Children Project. From 1956 to 1960, Dr. Mechner was Director of the Behavior Research Laboratory at Schering Corporation. He received his Ph.D. in psychology from Columbia University, where he also served as lecturer in psychology for four years and as research associate for two years.

Wilbur J. Cohen, former Secretary of the U.S. Department of Health, Education and Welfare.

(See biography with UEC INC. National Advisory Board.)

Amos N. Johnson, former President of the American Academy of General Practice.

(See biography with UEC INC. National Advisory Board.)

Lee Tagliaferri, United States Trust Co.

Mr. Tagliaferri has responsibility for the Investment Division. Previously he was with Merrill, Lynch, Pierce, Fenner & Smith. He received his MBA from the University of Chicago.

Palmer Weber, Troster, Singer & Co.

A well-known economist, Dr. Weber has been active in the Wall Street financial community for the past fifteen years. He studied at the London School of Economics and received his Ph.D. in economics from the University of Virginia.

Edward Gudeman, Investment Banker.

Undersecretary of Commerce under President John F. Kennedy, Mr. Gudeman has been a partner of the investment-banking firm of Lehman Brothers since 1960, excluding his period of service for the

Federal Government. Mr. Gudeman previously had been a vice president in charge of merchandising and a director of Sears, Roebuck & Co. He is a director of Marcor, Inc., Montgomery, Ward & Co., and Esquire, Inc.